

PRELIMINARY BOARD MEETING AGENDA

*Tacoma Community College
Rainier Room, Building 7(Library)
6501 South 19th Street, Tacoma 98466
December 10, 2004*

Approximate Time

Tab

8:00 a.m. Continental Breakfast and Overview of Meeting Agenda (*Baker Room*)
No official business will be conducted.

8:30 a.m. WELCOME AND INTRODUCTIONS
Bob Craves, HECB Chair

Director's Report

Jim Sulton, Executive Director

CONSENT AGENDA ITEMS

Adoption of Oct. 21 Meeting Minutes

1

New Degree Programs for Approval:

• **Bachelor of Applied Science in Safety and Health Management, CWU**
Resolution 04-28

2

• **Bachelor of Applied Science in Industrial Technology, CWU**
Resolution 04-29

3

Reciprocity Report

Resolution 04-30

4

9:00 a.m. **Doctor of Education for School Administrators, WSU**
Staff briefing, board discussion and possible action
Resolution 04-31

5

Minimum Basic Admissions Standards

Staff briefing, board discussion and action
Resolution 04-32

6

10:00 a.m. **Dr. Pamela Transue, President**
Tacoma Community College

10:15 a.m.	<u>FISCAL COMMITTEE REPORT</u> Revised 2005-07 Higher Education Operating Budget Recommendations Staff briefing, board discussion and possible action <i>Resolution 04-33</i>	7
	Higher Education Cost of Instruction Studies Staff briefing and board discussion	8
11:30 a.m.	2005 HECB Legislative Agenda Staff briefing and board action <i>Resolution 04-34</i>	9
12:00 p.m.	<u>LUNCH</u> (Baker Room) <i>No official business will be conducted.</i>	
1:00 p.m.	<u>HECB ADVISORY COUNCIL</u> 2004 Strategic Master Plan for Higher Education: Planning for Regional Higher Education Needs (ESHB 2707) Institutional recommendations to the HECB <ul style="list-style-type: none"> • Chancellor Steve Olswang, UW Tacoma • Chancellor Warren Buck, UW Bothell • Chancellor Larry James, WSU Tri-Cities • Chancellor Hal Dengerink, WSU Vancouver Board and Council discussion Public comment	10
4:00 p.m.	<u>ADJOURNMENT</u>	

HECB 2005 Meeting Calendar

DATE	LOCATION
January 27, Thurs	State Investment Board Bldg., Board Room 2700 Evergreen Parkway NW, Olympia 98505
March 4, Fri <i>HECB Advisory Council</i>	General Administration Bldg., Auditorium 210 - 11th Avenue SW, Olympia 98504
April 5, Tue	UTC Chandler Plaza Bldg., Commission Hearing Room 206 1300 S Evergreen Park Drive SW, Olympia 98504
June 23, Thurs <i>HECB Advisory Council</i>	Pierce College, Puyallup, College Center Building, Multi-purpose Room 1601 39 th Avenue SE, Puyallup 98374
July 28, Thurs	Yakima Valley Comm. College, Deccio Higher Education Center, Parker Room 16 th Avenue & Nob Hill Blvd, Yakima 98907
September 22, Thurs <i>HECB Advisory Council</i>	Pacific Lutheran University, University Center, Regency Room 1010 122 nd S, Tacoma 98447
October 27, Thurs	Central Washington University, Barge 412 400 E University Way, Ellensburg 98926
December 13, Tue <i>HECB Advisory Council</i>	University of Washington, Tacoma 1900 Commerce, Tacoma 98402

If you are a person of disability and require an accommodation for attendance, please call the HECB at (360) 753-7800 as soon as possible to allow us sufficient time to make arrangements.

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

December 2004

Minutes of October 21 Meeting

HECB Members Present

Mr. Bob Craves, chair
Mr. Jesus Hernandez
Mr. Gene Colin
Mr. Michael Worthy
Dr. Sam Smith
Mr. Herb Simon
Mr. Bill Marler
Mr. Anthony Rose

Welcome and introductions

Bea Kiyohara, vice president of development services at Seattle Central Community College, welcomed the board members and others in attendance to the campus.

Consent agenda items approved

ACTION: **Gene Colin** moved and **Herb Simon** seconded a motion to approve all five items on the consent agenda, including: the minutes of the September meeting; the 2005 HECB meeting calendar (**Res. 04-23**); appointment of board officers and committee members; adoption of final rules for the Future Teachers Condition Loan (**Res. 04-24**); and approval of a new master's program at Central Washington University, Masters in Education in Inclusive Teaching Strategies (**Res. 04-25**). The motion was unanimously approved.

Director's report

HECB Executive Director James Sulton summarized the day's agenda and provided updates on agency activities.

- Staff have been involved with the governor's office and the Office of Financial Management (OFM) regarding the Priorities of Government project (POG), which is aimed at prioritizing state spending. The question remains whether the new administration will continue the project.
- Discussions continue regarding performance contracts for the UW and WSU. The HECB has been following the legislative mandate to assist OFM and its work with the University of Washington and Washington State University to develop prototypes for performance contracts. Both universities have submitted draft contracts to the governor's office.
- Sulton reported that Washington State's Guaranteed Education Tuition program (GET) is very successful and rapidly expanding. As of Sept. 30, the program had more than 44,500 active accounts totaling \$477.5 million, with over 1,800 students currently using their benefits; 76 percent attending in-state schools, and 24 percent attending out-of-state colleges. For the 2004-05 enrollment year, GET has received 363 new enrollments so far.

Sulton reviewed some of the requirements of House Bill 3103, which was enacted by the 2004 Legislature. The measure calls for:

- A review of institutions' role and mission statements, to ensure that they are in alignment with the 2004 Strategic Master Plan;
- Monitoring and reporting on accountability measures; developing performance targets; and
- Developing demand assessments for workforce training.

To that end, arrangements have been made for joint meetings between the HECB and the State Board for Community and Technical Colleges (Nov. 15), as well as between the HECB and the Workforce Training and Education Coordinating Board (Jan. 27).

Fiscal Committee report

Fiscal committee chair Herb Simon updated the board on recent activities related to the agency's budget request. State law requires the HECB to make recommendations to the governor and Legislature regarding spending priorities for Washington's colleges and universities. To address this issue, the fiscal committee has been meeting regularly since July to discuss capital and operating budgets for higher education.

During the board's September meeting, institutional representatives presented their 2005-07 budget requests, while OFM director Marty Brown discussed a projected state budget problem of about \$1.1 billion. This scenario is expected to present a challenge for state officials in their effort to adequately fund the goals of the board's master plan.

The fiscal committee recommends that \$848 million be added to the 2005-07 operating budget (which currently totals approximately \$2.7 billion) to fund higher education needs. Higher education represents 11.5 percent of the state's general fund.

Operating budget recommendations

Gary Benson, HECB fiscal director, provided an overview of the board's higher education operating budget recommendations. Implementing the goals of the 2004 Strategic Master Plan will require that the state:

- Increase the number of associate degrees by 1,700 annually, for a total of 23,500 per year;
- Increase the number of bachelor's degrees attained by 4,000 annually, for a total of 30,000 per year; and
- Increase the number of master's or professional degrees attained by 1,300 annually, for a total of 11,500 by 2010.

Benson said that comparative studies of peer institutions in other states, as well as the current over-enrollment situation in Washington colleges and universities, are the major issues that are driving the fiscal committee's operating budget recommendations. During the last academic year, the state's public four-year institutions enrolled about 4,000 more students than were supported by state funds, while the two-year colleges enrolled an additional 11,000 students – for a total of 15,000 over-enrollments. This number has tripled since the 2000-01 academic year.

With regard to faculty salaries, Benson said the University of Washington would have to increase annual faculty salaries by 30 percent to reach the average of peer institutions in other states. Washington State University would have to increase salaries by 14 percent to reach the average, while the regional comprehensive institutions would need to increase salaries by 16 percent to reach the average. In addition, FTE funding per student in Washington is also less than FTE funding at comparable institutions in other states. The University of Washington falls short by \$2,637 per student, Washington State University lags by \$1,337 per student. The regional comprehensive institutions have a \$791 per-student gap.

The HECB's recommended \$848 million increase to the state operating budget would be distributed as follows:

- ▶ \$235.8 million for new enrollments, increasing FTE funding in an effort to increase degree production;
- ▶ \$240 million to support faculty salary increases;
- ▶ \$80 million for program improvements (reducing the per-student funding gap compared with other institutions);
- ▶ \$30 million to increase enrollments in high-demand fields;
- ▶ \$160 million to expand student financial aid;
- ▶ \$1.6 million to help transfer students earn bachelor degrees;
- ▶ \$0.5 million for an improved data system to measure student success; and
- ▶ \$100 million for expanded state-funded research.

Capital budget recommendations

The fiscal committee recommends a total of \$1.04 billion for higher education capital projects during the 2005-07 biennium. This includes \$587 million for the four-year institutions and \$450 million for the community and technical colleges.

Public Comments

Steve Wall, district chancellor of Pierce College, commented that when tuition increases were implemented in his college to adjust for reductions in state funding, the school experienced a slight decrease (approximately four percent or 200 out of 5,000) in FTEs. Wall also expressed a desire for the SBCTC to continue allocating high-demand enrollments at the two-year institutions.

Chris Reykdal, SBCTC operating budget director, said that the HECB's recommendation to allow for 7 percent annual increases in tuition would cause serious obstacles for students in the two-year system. As an alternative, he suggested a tuition cap that better reflects aggregate annual income increases.

Vi Boyer, president of the Independent Colleges of Washington, reiterated the independent colleges' interest in participating in the competitive process for high-demand enrollments.

Terry Teale, executive director of the Council of Presidents, along with CWU Provost David Soltz and UW Dean Emeritus Fred Campbell, spoke on behalf of the four-year institutions and in support of the HECB identifying the *actual need* for higher education funding. They spoke of the need to align tuition, financial aid, and state support, and suggested that tuition policy reflect better the true cost of instruction and consider cost differences between upper- and lower-division classes and the actual cost of offering the classes.

Teale suggested that the HECB convene a group to discuss the "real needs" of higher education, along with possible solutions. A "one size fits all" policy will not work, she said. She also expressed interest in addressing tuition policy. Sulton announced that the HECB and the House Higher Education Committee will hold a roundtable discussion regarding tuition policy on Dec. 1st.

Others testifying included Wendy Rader-Kanofalski, representing the Washington Federation of Teachers, and Steve Lindstrom, advisor to the Washington Student Lobby.

ACTION: Herb Simon moved and Jesus Hernandez seconded approval of the higher education 2005-07 operating and capital budget recommendations (**Res. 04-26**). The motion was unanimously approved.

Legislative session overview

Bruce Botka, HECB director of intergovernmental relations, provided a preview of the 2005 legislative session. The HECB is scheduled to adopt a formal legislative agenda during its Dec. 10th meeting at Tacoma Community College. Gov. Locke will make his final budget proposal to the Legislature on Dec. 20th, and Locke's successor will present his or her budget priorities after January 12, 2005.

Botka said the projected \$1.1 billion budget shortfall will force some adjustments. Historically, several options have been considered when expenditures exceeded revenues, including tax increases, reducing or eliminating state programs (or eliminating projected increases), and combinations of spending reductions and revenue increases.

Once the board has adopted its final operating and capital budget recommendations, those priorities will be integrated into the board's official legislative agenda for the 2005 session. Budget-related issues to be addressed in the legislative agenda include tuition policy, high-demand enrollment, performance contracts, and the financial aid pilot program.

Policy issues to be addressed include regional planning and branch campuses, remedial education for recent high school graduates, the role of private colleges and universities, and tuition policy regarding undocumented students. The HECB is also required to submit reports and recommendations on college and university accountability measures, improvements in transfer programs for students seeking bachelor's degrees, "dual credit" programs, and development of a student data record system.

Cost estimates and implementation plan (2004 Strategic Master Plan)

Sulton provided background information on cost estimates and proposed implementation strategies for the 2004 Strategic Master Plan. He explained that the board remains committed to rewarding public colleges and universities for student success as outlined in the master plan's "funding for student success" proposal. Because this concept represents a significant change in the way business is conducted in higher education, however, the HECB is proposing that the state continue enrollment-based funding for the 2005-07 biennium, and develop a new goals-oriented funding model that could be phased in during the 2007-09 biennium.

Sulton said the regional planning implementation policy proposal is broader than the approach originally envisioned in July, explaining that the new approach better integrates the requirements of HB 3103 and HB 2707, as well as the goals of the master plan. The development of a student credit-hour base-course equivalency system for articulation and student transfer holds great promise for students, faculty and professional staff members throughout the system, he said. The plan strongly endorses and supports K-12 education reform, calling for the state to recognize and provide a more challenging curriculum for students in the 11th and 12th grades.

Although the master plan is divided into 11 policy initiatives, all are interrelated and aligned with two principal goals for higher education: increasing the number of students who graduate from

college or complete job training programs, and taking steps to ensure that the higher education system is more responsive to the needs of the state's economy.

The HECB has received significant feedback on its implementation plan, which is the template for execution of the strategic master plan. Sulton said that staff will continue to hold meetings and interact with stakeholder groups to ensure that the 2004 Strategic Master Plan continues to be a living document.

Public Comment

David Harrison, chair of the Workforce Training and Education Coordinating Board (WTECB) and Madeleine Thompson, policy analyst, focused their comments on three specific goals: high-demand occupations (particularly health care), funding for student success, and creating multiple paths for technical preparation.

Harrison suggested that the business sector be invited to the table with the HECB, WTECB, and the SBCTC to talk about their needs over the next five to 10 years.

Fred Campbell emphasized the need for the community colleges and the four-year schools to collaborate in addressing common problems and goals. He said one of the challenges is pulling various parts of the implementation plan into larger scale themes that would enable different sectors to work together and make a clear statement of where higher education needs to go.

Terry Teal made a commitment to the board that the Council of Presidents, its staff, and the various groups that the Council convenes are prepared to pitch in and conduct the hard conversations that need to be undertaken in order to make the implementation plan a success. More specifically, the COP would like to work with the HECB to better understand and develop the funding strategies outlined in the *Funding for Success* program.

Teale also said that the COP would like to work with the HECB in aligning the institutions' strategic planning with the goals of the strategic master plan.

EWU Provost Brian Levin-Stankevich reiterated that the critical issue for all is the "size and the shape" of the higher education system. CWU Provost David Soltz said that performance contracts are the best way to fund outcomes in higher education – including funding for degree production and other desired outcomes. Carl See, UW student, spoke of the need to protect the quality of graduate studies.

ACTION: **Bob Craves** moved approval of the master plan cost estimates and implementation plan (**Res. 04-27**). **Mike Worthy** seconded the motion, which was unanimously approved.

The meeting was adjourned at 4:30 p.m.



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way SW • PO Box 43430 • Olympia, WA 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • www.hecb.wa.gov

RESOLUTION NO. 04-23

WHEREAS, The Higher Education Coordinating Board is required to adopt an annual calendar of regular meeting dates for publication in the State Register; and

WHEREAS, The Executive Committee of the Board reviewed and approved a proposed 2005 meeting schedule at its October 21, 2004 meeting;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the attached HECB 2005 meeting calendar.

Adopted:

October 21, 2004

Attest:

A handwritten signature in cursive script, appearing to read "Bob Craves", written over a horizontal line.

Bob Craves, Chair

A handwritten signature in cursive script, appearing to read "Gene Colin", written over a horizontal line.

Gene Colin, Secretary



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RESOLUTION NO. 04-24

WHEREAS, The Legislature passed House Bill 2708 revising the Future Teacher Conditional Scholarship and Loan Repayment Program (RCW 28B.102); and

WHEREAS, House Bill 2708 became law on June 10, 2004; and

WHEREAS, The Higher Education Coordinating Board is directed by RCW 28B.102.030 to adopt rules as necessary to implement the program; and

WHEREAS, The board directed staff at the July 22, 2004 meeting to proceed with the process required to adopt permanent rules to implement the new program; and

WHEREAS, Staff solicited feedback from interested parties and incorporated those comments into the proposed rules before beginning the formal rulemaking process; and

WHEREAS, Staff held a public hearing on the proposed rules on September 7, 2004, but received no public comments; and

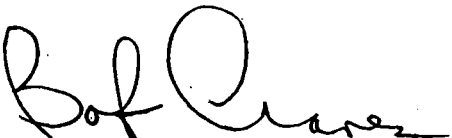
WHEREAS, The Higher Education Coordinating Board staff recommend a technical correction to the proposed rules to clarify that bilingual applicants do not have to teach in a teacher shortage area in order to receive priority in fiscal year 2005;

NOW, THEREFORE BE IT RESOLVED, That the Higher Education Coordinating Board adopts Chapter 250-65 WAC as revised.

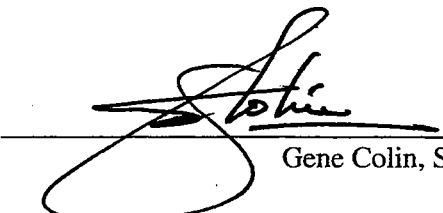
Adopted:

October 21, 2004

Attest:



Bob Craves, Chair



Gene Colin, Secretary



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RESOLUTION NO. 04-25

WHEREAS, Central Washington University proposes to establish a Masters of Education in Inclusiveness Teaching Strategies; and

WHEREAS, The program represents a collaborative effort by faculty that will build on existing expertise and course offerings to respond to a clearly stated need in light of the changing demands placed on teachers and students; and

WHEREAS, The external reviews attest to the high quality of the program and faculty, and to the demand for the skills developed in this program; and

WHEREAS, The assessment and diversity initiatives are appropriate for the program; and

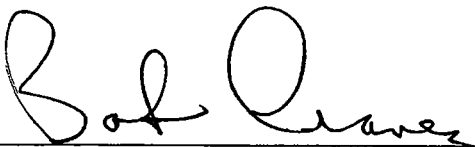
WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Central Washington University proposal to establish a Masters of Education in Inclusiveness Teaching Strategies, effective October 21, 2004.

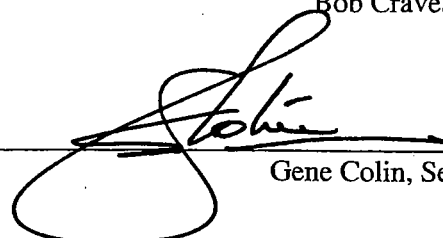
Adopted:

October 21, 2004

Attest:



Bob Craves, Chair



Gene Colin, Secretary



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RESOLUTION NO. 04-26

WHEREAS, The Washington Higher Education Coordinating Board (HECB) is a citizens board appointed by the governor and confirmed by the senate and is required to make budget recommendations for higher education funding to both the governor and the legislature; and

WHEREAS, These recommendations are to be based on a review and evaluation of the operating and capital budget requests from the four-year institutions and the community and technical college system and how well these requests align with the board's budget priorities, the missions of the institutions, and the statewide strategic master plan for higher education; and

WHEREAS, The Board adopted the *2004 Strategic Master Plan for Higher Education* where it described its vision, goals, and specific proposals for improving the higher education segment of the state's education system; and

WHEREAS, The strategic master plan includes two goals: (1) increasing the opportunities for students to earn degrees and (2) responding to the state's economic needs; and

WHEREAS, The board has identified budget priorities linked to meeting the goals identified in the strategic master plan. These priorities include: increasing enrollments, including enrollments in high-demand fields; improving the quality of higher education by, among other things, increasing faculty and staff salaries; expanding student financial aid; providing increased funding for basic research; helping community college students to transfer; and improving the student data system; and

WHEREAS, The legislature passed and the governor signed into law House Bill 2151 which provided that the public four-year institutions work with the board and the Council of Presidents to prepare a single prioritized individual ranking of institutional capital projects; that the State Board for Community and Technical Colleges was to continue to submit a single prioritized ranking of proposed community and technical college capital projects; and that the board was to develop criteria for prioritization of these projects; and

WHEREAS, The legislature passed and the governor signed into law Senate Bill 5908 which authorized approximately \$750 million in general obligation bonds over three biennia, beginning in 2003-05, to provide additional capital funding for higher education; and

WHEREAS, The citizen governing boards of the public higher education institutions have submitted operating and capital budget requests for the 2003-05 biennium;

THEREFORE, BE IT RESOLVED, That the board endorses the operating and capital budget requests approved by the citizen governing boards of the public higher education institutions; and

THEREFORE, BE IT FURTHER RESOLVED, That the board has determined that reaching the goals outlined in the strategic master plan in the 2005-07 biennium would be accomplished by making investments of \$848 million in the 2005-07 biennium; and

THEREFORE, BE IT FURTHER RESOLVED, That the public institutions clearly explain to the governor, legislature, and the HECB how these additional resources have been used and the benefits that have accrued; and

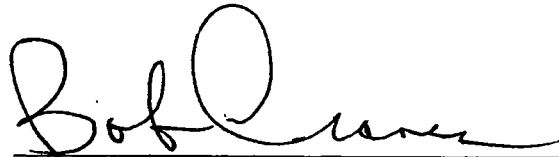
THEREFORE, BE IT FURTHER RESOLVED, That the board recommends that in the 2005-07 biennium the governor and legislature:

1. Provide \$848 million in additional state investments in the higher education operating budget to begin to accomplish the goals outlined by the HECB, and
2. Provide a total of up to \$1.04 billion in capital funding with resources from state General Obligation Bonds, local institutional capital project account funds, and reimbursable bonds to be financed from the Education Construction Fund.

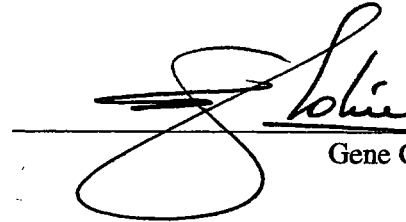
Adopted:

October 21, 2004

Attest:



Bob Craves, Chair



Gene Colin, Secretary



STATE OF WASHINGTON
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RESOLUTION NO. 04-27

WHEREAS, State law directs the Higher Education Coordinating Board to prepare every four years a statewide *strategic master plan for higher education* that proposes a vision for higher education in the state, identifying priorities and goals; and

WHEREAS, Following a broad and rigorous effort to solicit and consider a variety of data and public testimony, the Higher Education Coordinating Board approved the 2004 Strategic Master Plan for Higher Education during its meeting on July 22, 2004; and

WHEREAS, In approving the plan, the board resolved to provide a "comprehensive implementation plan" to outline a process to accomplish the various policy proposals in the plan; and

WHEREAS, The board has drafted a plan to implement the policy proposals included in the strategic master plan, working with stakeholders and higher education representatives to develop a means to achieve the goals and execute the strategies contained in the plan; and

WHEREAS, The implementation plan, along with the 2004 Strategic Master Plan for Higher Education, provide a vital next step toward solving the state's most critical higher education needs; and

WHEREAS, The board recognizes that some of the steps included in the implementation plan could have the effect of modifying specific language approved in the July document, but has ensured that none of the proposed implementation steps will alter the goals, vision, values, or intent of the plan;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopt the draft implementation plan as presented during its regular meeting on October 21, 2004;

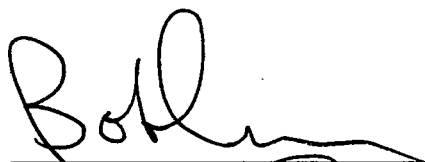
BE IT FURTHER RESOLVED, That the board directs the HECB staff to refine this document as necessary to reflect the outcome of the board's discussion during its October 21, 2004, meeting;

BE IT FURTHER RESOLVED, That the board directs the staff to integrate the various components of the strategic master plan into a single document for publication to the Legislature and governor and for statewide distribution to the public.

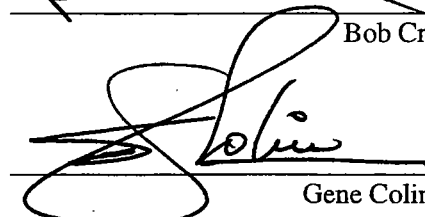
Adopted:

October 21, 2004

Attest:



Bob Craves, Chair



Gene Colin, Secretary



December 2004

Bachelor of Applied Science in Safety and Health Management Central Washington University

Introduction

Central Washington University (CWU) seeks Higher Education Coordinating Board approval to offer a Bachelor of Applied Science (BAS) degree in Safety and Health Management at the Ellensburg, SeaTac, and Lynnwood campuses. The program is designed to serve students who hold an applied professional/technical degree from a community college but lack the general education coursework required for a Bachelor of Science degree.

Program Need

Several colleges and universities around the country are offering or developing BAS degrees. These degrees typically allow students to transfer credits from an applied associate degree and enroll in an additional two years of fulltime study (or equivalent) with an emphasis on broad upper-division general education coursework, as well as additional coursework in the chosen professional field.

Applied science programs are intended to meet the educational and economic needs of the community by providing outreach and training that result in the practical application of scientific knowledge. With these programs, the universities train professionals who are able to apply and use what is known from the wealth of scientific research, as well as develop the critical thinking and analytical skills that are required of today's knowledge workers.

CWU is the only baccalaureate institution in Washington, and one of only a few in the northwest, to offer a Bachelor of Science (BS) in Safety and Health Management. The current BS program has shown enrollment growth over the past three years in response to student and employer demand. The American Society of Safety Engineers indicates that the "employment outlook for safety professionals is very favorable," and the U.S. Bureau of Labor Statistics indicates that the demand for safety and health professionals will "grow about as fast as the average for all occupations through 2010."

The BAS would expand the success of the current BS program by creating an educational pathway for students seeking access to a baccalaureate degree, enabling students who have earned one of the following professional/technical associate degrees to further develop their professional and managerial skills: Associate of Science (AS), Associate of Applied Science (AAS), and Associate of Applied Science-Transfer (AAS-T).

CWU conducted a survey of students enrolled in Safety and Health Management programs at Washington community colleges to assess demand for baccalaureate education among professional/technical degree holders. Results indicate interest in the Safety and Health Management program among current students.

Employers were also surveyed and many expressed interest in the program. Several businesses and state agencies submitted letters of support for the program, noting demand for students who possess the combination of technical skills developed in associate-level professional/technical programs and the broader communication, analytical, and critical thinking skills developed at the baccalaureate level.

Program Description

By offering the BAS degree in Health and Safety Management, CWU would join a growing number of institutions nationwide that are responding to changing workplace demands by providing an avenue for technically trained workers to obtain a bachelor's degree. Within the Safety and Health Management major, the program plans to add specializations in Risk Management and Construction Management as the program grows. In addition, the program has plans to develop a Certificate Program in Industrial Safety and Health, as well as a Certificate program in Construction Safety and Hazardous Waste.

The program would enroll an estimated 22 students in the first year (13.75 FTE) and 66 students by full enrollment in year three (44 FTE). Students would be admitted to the program after completing an appropriate associate degree (AS, AAS, AAS-T) of at least 90 credits; basic skills coursework required of all undergraduates (generally 20 credits); prerequisite courses including introduction to chemistry with lab, and 2,000 hours of work experience (one fulltime year) in a safety and health related job.

Once admitted to the program, students would be required to complete an additional 90 credits of coursework at CWU, which would combine professional and general education courses. At least 60 credits of the coursework at CWU must accrue at the upper division level. The general education requirements for students in the BAS degree program would be the same as those required of students in other baccalaureate degree programs at CWU. As with all BAS programs to be developed at CWU, students would receive a waiver of the foreign language requirement (this waiver is available in certain other programs at CWU). This is in recognition of the fact that the program expects to attract a number of older, returning students for whom the addition of foreign language coursework would add a significant amount of time to the degree program. In addition, many key competencies expected from foreign language study – such as an understanding of other cultures and traditions – would be met through other general education requirements.

Assessment

The program identifies six major learning outcomes of graduates to be evaluated in several ways. Student assessment would occur through coursework, as the program's core courses are designed such that all six learning outcomes are embedded into the core course learning outcomes. Students would also develop a portfolio that addresses the six learning outcomes, among other requirements.

In addition to regular student course evaluations, the department chair would conduct an assessment every three years to include a review of all student evaluations, focus groups with graduating seniors, and a survey of graduates and their employers. CWU currently conducts a university-wide program review every five years that takes a comprehensive look at the degree to which programs are meeting stated goals and outcome measures.

Diversity

The proposal includes a discussion of diversity issues that includes a statement of non-discrimination and indicates a commitment to nontraditional, placebound, timebound students. CWU expects this program to attract a more diverse student body than the general student population for two reasons: First, as a program that would be offered through the university's centers in diverse urban areas, the program expects to attract students who reflect the diversity of those areas. And second, the technical programs from which this program would draw students have typically attracted a more diverse student body than have the traditional programs at the CWU Ellensburg campus.

Program Review

The BAS program was reviewed through an intensive three-year campus process. As a "New Level and Type," the BAS degree was evaluated by an ad-hoc committee of the Faculty Senate to assess implications of the new degree type on the institution's mission. The committee developed a philosophical statement to guide its thinking about an Applied Science Degree, examined other BAS programs around the country, and discussed various credit allocations and implications for upper-division coursework. Finally, the committee approved the development of the BAS degree and reaffirmed the role of the departmental faculty and Faculty Senate in internal curriculum development and approval. The final result of the deliberations was approval of a template to be used in the development of BAS degrees at CWU. These degrees would be titled Bachelor of Applied Science – [name of major]. The proposed degree matches the template approved by the CWU faculty senate.

The program received external reviews from two institutions. One review was submitted by the chair and an assistant professor from the Safety, Health, and Industrial Hygiene Department, Montana Tech of the University of Montana, and a second review was submitted by the director of the Kirkwood College Environmental Training Center. Comments from reviewers were generally positive, citing the need for this program in filling a void in the marketplace.

Comments cited the need to create opportunities for workers to advance in their positions through additional education options, and indicated that the specializations outlined in the proposal would enhance the program. Some concern was expressed about the level of faculty and administrative support for the program because 40 percent of the core courses are expected to be taught by fulltime faculty, with others taught by adjunct faculty (although the adjunct faculty appear to be well qualified). To address this concern, program developers clarified the administrative roles of the individuals listed.

In addition to the required outside reviews, Eastern Washington University and several businesses and state agencies submitted letters of support for the program.

Program Costs

The program would be self-supporting and administered by CWU's continuing education unit. Tuition would be set to address program costs. The program would draw largely on existing resources in the delivery of curriculum. However, additional faculty and staff support would be required to offer the BAS in Safety and Health Management. The program would add one FTE faculty in the first year and grow to two FTE faculty in Year 3. Other staff required for the program include an administrator at .5 FTE and administrative support at .2 FTE. The program's first-year estimated costs are \$6,587 per FTE, and \$3,550 per FTE at full enrollment in year three.

Staff Analysis

The BAS aligns with the HECB's goals of increasing baccalaureate degree production in the state and offering programs that are in line with state and regional economic needs. The program is designed to recognize the coursework and professional experience of students who have completed professional/technical training at a community or technical college and provide them with the necessary general education and upper-division professional coursework that is needed to develop the skills and abilities consistent with a bachelor's degree. The program would create a pathway for technically trained workers to gain additional skills that are in demand in the workplace and enable these workers to advance in their careers. The proposal demonstrates demand for the program by students, employers, and community colleges. In addition, the program would be delivered to multiple sites, making efficient use of limited resources.

Recommendation

The Bachelor of Applied Science in Safety and Health Management at Central Washington University, with delivery to the Ellensburg, SeaTac, and Lynnwood campuses, is a timely and appropriate response to the changing needs of the state's economy, and will help create a better trained, more flexible workforce. The BAS in Safety and Health Management program has been reviewed by HECB staff and the HECB Education Subcommittee and is recommended for approval, effective December 10, 2004.

RESOLUTION NO. 04-28

WHEREAS, Central Washington University proposes to offer a Bachelor of Applied Science in Safety and Health Management; and

WHEREAS, The program would represent a timely and appropriate response to the changing needs of the workforce as well as employers by providing a pathway for technically trained workers to advance their skills; and

WHEREAS, The recruitment and diversity plan are appropriate to the program; and

WHEREAS, The program has undergone an extensive development and review process; and

WHEREAS, The costs are reasonable; and

WHEREAS, The program will be delivered to Central Washington's Ellensburg, SeaTac, and Lynnwood campuses;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Central Washington University proposal to offer a Bachelor of Applied Science in Safety and Health Management, effective December 10, 2004.

Adopted:

December 10, 2004

Attest:

Bob Craves, Chair

Gene Colin, Secretary



December 2004

Bachelor of Applied Science in Industrial Technology Central Washington University

Introduction

Central Washington University is seeking approval for a Bachelor of Applied Science in Industrial Technology to be offered at the Ellensburg, SeaTac, and Lynnwood campuses. The Bachelor in Applied Science (BAS) degree serves students who have completed an applied associate degree at a community college and wish to continue on to a bachelor's degree. The BAS degree requires that students complete a rigorous course of study that includes advanced professional/technical training and upper-division general studies courses.

Program Need

Several colleges and universities around the country are offering or developing a BAS degree. These degrees are typically designed to allow students to transfer credits from an applied associate degree and enroll in an additional two years of full time study (or equivalent), with an emphasis on broad upper-division, undergraduate general education coursework, as well as additional coursework in a chosen professional field.

Applied science programs meet the educational and economic needs of a community by providing outreach and training that result in the practical application of scientific knowledge. With these programs, a university trains professionals to apply and use what is known from the wealth of scientific research, and develop critical thinking and analytical skills required of today's knowledge workers.

The BAS in Industrial Technology responds to demands from students and employers. The program enables students who have completed a professional/technical course of study at a community or technical college at the associate level to transfer and complete a bachelor's degree in industrial technology. Community colleges have identified a growing need for advanced training for placebound students emerging from their Associate of Science (AS), Associate of Applied Science (AAS), and Associate of Applied Science Transfer (AAS-T) programs. CWU surveys of community college students enrolled in these programs confirmed that student interest for the program warrants establishing the proposed BAS program.

In addition, CWU conducted a survey of employers, which resulted in several letters of endorsement for the program from employers who indicated that a pathway to the baccalaureate degree for workers with associate level industrial technology training would benefit both the workers and employers.

The U.S. Bureau of Labor Statistics indicates that demand for industrial technologists will continue to grow at about the average rate for all professions. The HECB High Demand report (December 2002) indicates that enrollment in industrial technology coursework has grown at all three regional universities, and that workers with a bachelor's degree experience greater job security than those with less than a bachelor's degree.

Program Description

The BAS in Industrial Technology is designed for students who have completed professional/technical training in industrial technology at an associate degree level (AS, AAS, or AAS-T). The BAS is also an option for displaced workers who need to update or advance their skills.

The program would enroll an estimated 22 students in the first year (13.75 FTE) and 66 students by full enrollment in year three (44 FTE). Admission to the program would require an AS, AAS, or AAS-T in an appropriate field, basic skills coursework required for transfer to CWU (usually 20 credits), 2,000 hours of related work experience (one fulltime year), and coursework in the following areas: Computer Applications, Electricity, Computer-Aided Drafting, Statistics, Pre-calculus, Chemistry with lab, and Physics with lab.

Once admitted to the program, a student would be required to complete a course of study that includes 61 credits of advanced professional coursework and completion of CWU general education requirements (may be at the upper division). In total, the student would transfer up to 90 credits and complete 90 credits (including 60 upper-division credits) at CWU.

The faculty members assigned to implement the program hold advanced degrees in engineering, management and other related fields, and in many cases hold professional positions in the field. Outside reviewers noted the faculty qualifications as a strength of the proposed program.

Assessment

The program identifies six major learning outcomes of graduates to be evaluated in several ways. Student assessment would occur through a combination of coursework and portfolio development. The core courses are designed such that all six learning outcomes are embedded into the core course learning outcomes and assessment rubric. As a requirement for graduation, students would develop a portfolio that addresses the six learning outcomes, among other requirements, to be assessed by the program faculty.

Program evaluation would occur through a process of continuous improvement. In addition to regular student course evaluations, the department chair would conduct an assessment every three years to include a review of all student evaluations, focus groups with graduating seniors, and a survey of graduates and their employers. CWU conducts a university-wide program review every five years which takes a comprehensive look at the degree to which programs are meeting stated goals and outcome measures.

Diversity

The proposal incorporates a discussion of diversity issues – including a statement of non-discrimination – and indicates a commitment to nontraditional, placebound, timebound students. CWU expects this program to attract a more diverse student body than the general student population for two reasons: First, as a program offered through the university's centers in diverse urban areas, the program expects to attract students who reflect the diversity of those areas. And second, the technical programs from which this program will draw students have typically attracted a more diverse student body than have the traditional programs at the CWU Ellensburg campus.

Program Review

The BAS program was reviewed through an intensive three-year campus process. As a “New Level and Type,” the BAS degree was reviewed by an ad-hoc committee of the Faculty Senate to assess implications of the new degree type on the institution's mission. The committee developed a philosophical statement to guide its thinking about an applied science degree, examined other BAS programs around the country, and discussed various credit allocations and implications for upper-division coursework. Finally, the committee approved the development of the BAS degree and reaffirmed the role of the departmental faculty and Faculty Senate in internal curriculum development and approval. The final result of the deliberations was approval of a template to be used in the development of BAS degrees at CWU. These degrees would be titled Bachelor of Applied Science – [name of major]. The proposed degree matches the template approved by the CWU Faculty Senate.

The program received two external reviews, from the chair and professor of the Department of Industrial Technology, University of North Dakota; and the chair and professor of the Department of Industrial Technology, California State University, Fresno. Overall, the external reviews of the program have been positive. Reviewers noted the program is a sound approach to meeting the needs of workers and employers, the qualifications of the faculty are appropriate for the program, and the program includes a comprehensive assessment plan. The reviewers noted the program is generally in line with the accrediting requirements of the National Association of Industrial Technology. Some concern was noted about how the program would address the specific needs of the transfer students it is designed to serve. CWU has responded to this concern with some modification in the program's goals and assessment areas. There was also concern that the program has a greater emphasis on technical preparation at the expense of management training. CWU addressed this comment with an explanation of the differences in emphasis among various industrial technology programs.

Program Costs

The program would be self-supporting and administered by CWU's continuing education unit. Tuition would be set to address program costs. The program would draw largely on existing resources in the delivery of curriculum. However, additional faculty and staff support would be required to offer the BAS in Industrial Technology. The program would add one FTE faculty in the first year and grow to two FTE faculty in Year 3. Other staff required for the program include an administrator at .5 FTE and administrative support at .2 FTE. The program's first-year estimated costs are \$6,587 per FTE, and \$3,550 per FTE at full enrollment in year three.

Staff Analysis

The proposed Bachelor of Applied Science in Industrial Technology responds to the HECB's goals for increasing baccalaureate degree production and offering programs that are in line with state and regional economic needs. The program would improve access to baccalaureate education for a group of students who are currently not well served by the transfer system. While several baccalaureate programs in the state do serve students with technical training in specific fields, the BAS is an approach that would provide a more general pathway for students from a wider range of technical training programs who wish to complete a bachelor's degree for career advancement or need upgrading in their knowledge and skills.

The program is designed to provide a rigorous, complete course of study that meets distribution requirements consistent with other baccalaureate degree programs offered by CWU. Students will meet the same general education requirements as those in other degree programs, and will have the benefit of applied professional/technical training early in their course of study that will allow them to work in the field while they are engaged in upper-division coursework. For many students, this translates into higher pay while in school, helping them meet the costs of the program and providing an opportunity to immediately apply what they are learning in the classroom to their work.

Recommendation

The Bachelor of Applied Science in Industrial Technology at Central Washington University is an innovative approach to expanding the availability of baccalaureate education to students who are currently not well served by the baccalaureate transfer options available in their fields. The Bachelor of Applied Science in Industrial Technology program has been reviewed by HECB staff and the HECB Education Subcommittee and is recommended for approval, effective December 10, 2004.

RESOLUTION NO. 04-29

WHEREAS, Central Washington University proposes to offer a Bachelor of Applied Science in Industrial Technology; and

WHEREAS, The program would represent a timely and appropriate response to the changing needs of the workforce and employers by providing a pathway for technically trained workers to advance their skills; and

WHEREAS, The recruitment and diversity plan are appropriate to the program; and

WHEREAS, The program has undergone an extensive development and review process; and

WHEREAS, The costs are reasonable; and

WHEREAS, The program will be delivered to Central Washington's Ellensburg, SeaTac, and Lynnwood campuses;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Central Washington University proposal to offer a Bachelor of Applied Science in Industrial Technology, effective December 10, 2004.

Adopted:

December 10, 2004

Attest:

Bob Craves, Chair

Gene Colin, Secretary



December 2004

2005 Report on Reciprocity Agreements and Other Student Exchange Options

Executive Summary

The Higher Education Coordinating Board (HECB) is required by state law to report to the governor and legislature every two years on the status of Washington's state-level reciprocity agreements with Idaho, Oregon, and British Columbia. Reciprocity agreements allow some Washington students to attend public colleges in other states and pay lower tuition rates, with similar arrangements for out-of-state students coming to Washington's public colleges and universities.

This report also reviews other student exchange options and tuition reductions available to Washington students who study at out-of-state colleges and out-of-state students who enroll at Washington institutions. Under these programs, out-of-state students pay a lower tuition rate than the published nonresident rates. Although formal state-level reciprocity has declined in recent years, other student exchange options continue to grow.

State-Level Reciprocity Agreements

Washington/British Columbia: Currently, Washington does not have a reciprocity agreement with British Columbia. In the mid-1990s, British Columbia requested that reciprocity be phased out; 1998-1999 was the final year of the agreement.

Washington/Oregon: Washington has not had a reciprocity agreement with Oregon since the 2000-2001 academic year, at Oregon's request.

Washington/Idaho: Washington has two reciprocity agreements with Idaho. In an agreement with the Idaho State Board of Education, Washington and Idaho each agree to waive \$850,000 for residents of the other state. In an agreement with North Idaho College, Washington and Idaho each agree to annually waive \$82,000 for residents of the other state.

Other Student Exchange and Tuition Reduction Programs

WICHE Student Exchange Programs: The Western Interstate Commission for Higher Education (WICHE) sponsors three student exchange programs, which allow residents from Washington and 14 other participating western states to enroll in eligible out-of-state programs at reduced tuition rates. In 2003, Washington received 583 students and sent 2,234 students through the Western Undergraduate Exchange; received 53 students and sent 80 students through the Western Regional Graduate Program; and received 76 students and sent 14 students through the Professional Student Exchange Program.

Border County Higher Education Opportunity Project: The Washington State University (WSU) Vancouver and Tri-Cities campuses and five Washington community colleges can charge resident tuition to students who live in 13 Oregon counties. Resident tuition rates at WSU Vancouver and Tri-Cities are only available to Oregon students who take eight credits or less. In fall 2004, about 68 Oregon students participated in the program at the WSU campuses. In 2003-2004, nearly 600 full-time equivalent Oregon residents took advantage of the program at Washington community colleges.

Other Programs: State laws also allow other tuition reductions for some nonresident students. Specifically:

- Most community colleges waive nonresident tuition for out-of-state students under provisions of the “non-specific” tuition waiver. In 2003-2004, more than 2,000 out-of-state students received this waiver at Washington community colleges.
- Washington’s two-year and four-year institutions may negotiate student exchange arrangements with institutions in other countries. Under these agreements, participating students pay reduced tuition.
- Washington’s public four-year institutions may participate in student exchange programs with institutions in other states. Students pay the equivalent of in-state tuition and fees.
- Students who are members of certain groups, such as designated American Indian tribes and active military personnel, are considered residents for tuition purposes at Washington’s public colleges and universities.
- Washington colleges and universities may grant nonresident tuition exemptions for other students, including graduate students with graduate service appointments and medical students covered under contracts with several western states.



December 2004

2005 Report on Reciprocity Agreements and Other Student Exchange Options

Overview

The Higher Education Coordinating Board (HECB) is required by state law (RCW 28B.15.754, 28B.15.736, and 28B. 15.758) to report to the governor and legislature every two years on the status of Washington's state-level reciprocity agreements with Idaho, Oregon, and British Columbia. Reciprocity agreements allow some Washington students to attend college in other states and pay lower tuition rates, with similar arrangements for out-of-state students coming to Washington colleges and universities.

In addition to reciprocity, this report also reviews other student exchange options and tuition reductions available to Washington students who study at out-of-state colleges and out-of-state students who enroll at Washington institutions. Under these programs, out-of-state students pay a lower tuition rate than the published nonresident rates.

State governments and citizens benefit from student exchange agreements. For a participating state, access to outside programs may eliminate the need to maintain separate and possibly costly programs in some fields. Out-of-state enrollments also may give colleges and universities the critical mass to ensure the stability of certain programs and contribute to a wider range of cultural and ideological diversity at a state's colleges and universities. Colleges and universities determine the number of students who participate in exchange programs, and some institutions identify the programs that are available to exchange students.

Opportunities to study beyond a state's borders may increase the likelihood for some students to attend college. This is especially true for students whose nearest college may be across a border in another state. For students with limited resources, out-of-state tuition may be too costly without an exchange program to reduce tuition or other fees.

State-Level Reciprocity Agreements

State law authorizes the Higher Education Coordinating Board to enter into reciprocity agreements with Oregon, Idaho, and British Columbia.* Beginning in the early 1980s, the board negotiated separate annual agreements with each of these neighboring states/province, specifying the number of students and/or dollar amounts to be waived. Agreements were designed to provide tuition waivers for a limited number of Washington residents attending college at designated public institutions in another state, with equal (or nearly equal) waivers for the other state's residents at selected Washington public institutions.

The History of Reciprocity

Participating Students

In the early 1990s, more than 1,000 Washington residents attended college in a neighboring state/province and a roughly equivalent number of nonresidents attended college in Washington under reciprocity provisions. The highest participation occurred in 1990-1991, when 1,314 Washington residents attended college in Oregon, Idaho, and the Province of British Columbia and 1,103 students from these three states/province went to school in Washington. The Washington/Oregon reciprocity agreement affected the largest number of students, with more than 900 Washington residents studying in Oregon and 800 Oregon residents enrolled in Washington institutions.

Participating Colleges and Universities

Until the early 1990s, reciprocity agreements covered the six public four-year colleges and universities and 10 community colleges in Washington. Similarly, Oregon's six public four-year institutions and eight community colleges participated in reciprocity. Idaho's participation included its four public four-year institutions (and a separate agreement was signed with a public two-year college in north Idaho). British Columbia's involvement included its four public four-year institutions and six two-year institutions.

Currently, only one Washington public four-year institution continues to participate in reciprocity along with two community colleges. Two Washington state laws adopted in 1992 affected the state's reciprocity participation. The first law changed the nature of waivers, including reciprocity. Most waivers became permissive or discretionary for institutions and institutions chose which waiver programs to offer to students. The second law allowed institutions to collect and retain tuition revenue, giving them more control over tuition revenue and waivers. Previously, tuition was remitted to the state general fund.

* Oregon reciprocity: RCW 28B.15.730-736
Idaho reciprocity: RCW 28B.15.750-754
British Columbia reciprocity: RCW 28B.15.756-758

By the end of the 1990s, Oregon community colleges were continuing to participate in reciprocity, but only two of the four-year institutions remained. The Oregon agreement ended in 2001. Through the 1990s, British Columbia's various institutions continued to participate, but with a reduced number of students. The British Columbia agreement ended in 1999. Idaho's two agreements, which include all of the state's public four-year institutions and one two-year college, are the only formal reciprocity agreements still in existence.

The Current State of Reciprocity Agreements

The agreements between Washington and British Columbia and Washington and Oregon have been discontinued. Idaho and Washington continue to participate in reciprocity through agreements with the Idaho State Board of Education and North Idaho College.

Washington/British Columbia

Beginning in the mid-1980s, British Columbia participated in reciprocity agreements involving several universities and community colleges on both sides of the border. These agreements waived out-of-state tuition for a specified number of students at higher education institutions on both sides of the border. In the mid-1990s, British Columbia requested that reciprocity be phased out; 1998-1999 was the final year of a written agreement. The highest participation occurred in the early 1990s, when approximately 80 Washington residents enrolled annually in British Columbia institutions. This Washington/British Columbia agreement always had the smallest reciprocity participation and covered about a dozen students from each state/province in the final year.

Washington/Oregon

For two decades, reciprocity agreements between Washington and Oregon specified the number of students who would receive waivers and the amount of tuition that would be waived. In the early 1990s, about 800 students from each state participated in the program, with more than \$2 million in tuition waivers granted by each state. The last reciprocity agreement covered the 2000-2001 academic year; since then, Oregon has chosen not to participate in official reciprocity.

It is important to note that several tuition reduction options are still available to Washington residents studying in Oregon and to Oregon residents studying in Washington. These options include the exchange programs available through the Western Interstate Commission for Higher Education (WICHE) and provisions related to the border county opportunity project. (Both are discussed in the next section of this report.) In addition, community colleges in Oregon charge in-state tuition to Washington residents; in Washington, most community colleges charge in-state tuition to residents of other states (based on provisions of the "non-specific" waiver statute discussed later in this report).

Washington/Idaho

Reciprocity with Idaho is ongoing and is facilitated through agreements with the Idaho State Board of Education and North Idaho College, a two-year public college. Past agreements specified waivers in terms of the number of students and the dollar amounts per student. However, at the suggestion of the Idaho State Board of Education, current agreements now specify the total value of tuition to be waived, but waiver amounts for individual students and numbers of students who receive waivers are at the discretion of each institution. Participating institutions in each state waive all or a significant part of the difference between resident tuition and nonresident tuition for students from the other state.

In the current agreement with the **Idaho State Board of Education**, Washington and Idaho each agree to waive \$850,000 for residents of the other state. This same total amount of waivers has been maintained for the past several years (and is higher than the amount waived by each state in the mid-1990s). Institutions determine the number of students who receive waivers and the amounts waived for individual students. The agreement states that participating students may be undergraduates or graduates.

In the current agreement with **North Idaho College**, Washington and Idaho each agree to waive an annual amount of \$82,000 for residents of the other state. This amount is somewhat lower than agreements in the late 1990s, which reached \$125,000 for each state. This agreement limits Idaho participation to residents of five northern Idaho counties. Idaho students must be juniors, seniors, or graduate-level students to enroll at Eastern Washington University under the agreement.

Specifics of the two Washington/Idaho agreements for 2003-04 and 2004-05, including dollar amounts to be waived by each participating institution, as well as estimated numbers of students expected to receive waivers in each state, are displayed in the table on the next page. It should be noted that the Washington/Idaho agreements are balanced to reflect dollars waived. Although institutions try to reach the agreed-upon waiver amounts, in some instances this is not possible.

For an individual student, the waived amount varies depending on the existing tuition rates in each state and the type of institution. The waived amount covers all, or a significant part, of the difference between resident and nonresident tuition rates – and the difference varies between the states. Resident tuition is about the same in Idaho and Washington, but nonresident tuition is higher in Washington. Therefore, individual Idaho residents receive a higher waiver amount in most cases.

In addition to Idaho residents receiving tuition reductions under reciprocity, other Idaho residents also may receive tuition reductions through different student exchange programs (discussed in subsequent sections of this report).

Current Reciprocity Agreements: Washington/Idaho

Washington/Idaho State Board of Education – Reciprocity Waivers:

<u>State of Idaho</u>	<u>2003-04</u>	<u>2004-05</u>
Boise State University	\$ 93,500	\$ 93,500
Idaho State University	\$ 93,500	\$ 93,500
Lewis-Clark State College	\$229,500	\$229,500
University of Idaho	\$433,500	\$433,500
Total \$ Waived (approximate)	\$850,000	\$850,000
# of Washington students full & part-time (estimate)	190	190

State of Washington

Eastern Washington University	\$430,000	\$430,000
Walla Walla Community College	\$420,000	\$420,000
Total \$ Waived (approximate)	\$850,000	\$850,000
# of Idaho students full & part-time (estimate)	175	175

Washington/North Idaho College – Reciprocity Waivers:

North Idaho College

Total \$ Waived (approximate)	\$ 80,000	\$ 82,000
No. of Washington students full & part-time (estimate)	45	45

State of Washington

Eastern Washington University	\$ 53,000	\$ 55,000
Community Colleges of Spokane	\$ 27,000	\$ 27,000
Total \$ Waived (approximate)	\$ 80,000	\$ 82,000
No. of Idaho students full-time only (estimate)	16	16

Other Student Exchange and Tuition Reduction Programs

In addition to state-level reciprocity agreements negotiated by the HECB, institutions participate in other types of student exchange programs to reduce tuition for selected nonresident students. State statutes authorize various programs for institutions to grant waivers for all or a portion of nonresident tuition; these statutes do not require yearly state-level agreements. And, in most cases, waivers are granted at the discretion of the institutions. Below is a review of various student exchange/tuition reduction programs that are not dependent on state-level agreements.

WICHE Student Exchange Programs

The Western Interstate Commission for Higher Education (WICHE) facilitates three types of student exchange arrangements among the 15 participating western states. WICHE coordinates undergraduate, graduate, and professional exchange programs. The following is an overview of WICHE exchange programs. (Data are derived from: “*The Statistical Report, Student Exchange Programs, Academic Year 2003-2004*,” WICHE, February 2004.)

Western Undergraduate Exchange (WUE)

This exchange program includes some institutions from nearly all WICHE states. Students pay 150 percent of a state’s resident tuition, which is usually much lower than full nonresident tuition charges. Washington’s participation began in 1998; therefore, exchanges facilitated through WUE are a recent addition to the available student exchange options.

Washington statute authorizes three Washington institutions to participate: Eastern Washington University, Central Washington University, and Washington State University. In addition, one other public four-year institution has chosen to accept students under the WUE program. Participating institutions – in Washington and in other states – determine the number of students who will be accepted and the programs that will accommodate WUE students.

In fall 2003, Washington **received 583** students from WICHE states, including more than 200 from Idaho and Oregon. Washington **sent 2,234** students to other WICHE states, including more than 800 who studied in Idaho and Oregon.

Western Regional Graduate Program (WRGP)

Students pay resident tuition through this program. Two Washington institutions participate – Eastern Washington University and Washington State University – with a total of nine graduate programs eligible for the WRGP (source: “*Western Regional Graduate Program 2004-2006*,” WICHE).

In 2003, Washington **received 53** students from other WICHE states and **sent 80** students to programs in other states.

Professional Student Exchange Program (PSEP)

This exchange facilitates enrollment in out-of-state professional programs. In addition to a tuition reduction for the student, the sending state pays a support fee to the receiving school. Washington sends students to out-of-state WICHE programs to study in two fields – optometry and osteopathic medicine. Several Washington public and private colleges and universities accept professional students and receive support from the sending state. Participating public institutions include the University of Washington, Washington State University, and Eastern Washington University.

In 2003-04, Washington **sent 14 students** and **received 76 students** (69 at public institutions and seven at a private institution in Washington).

Border County Higher Education Opportunity Project

The border county project designates Oregon residents living in 13 of the state's northern border counties as Washington residents for purposes of tuition. It was instituted in response to Oregon policies that provide reduced tuition to Washington residents. Specifically, Oregon community colleges charge in-state tuition to Washington residents and Portland State University (along with several other four-year institutions) charges in-state tuition to Washington residents taking eight credits or less.

The border county project was enacted as a pilot during the 1999 legislative session and made permanent in 2003. WSU Vancouver and WSU Tri-Cities may charge in-state resident tuition to Oregon residents taking eight credits or less. Five community colleges, including Lower Columbia, Grays Harbor, Clark, Columbia Basin, and Walla Walla, may charge in-state tuition to Oregon residents.

Participation at Washington institutions has grown over the last several years. In fall 2000, about 60 Oregon residents participated at WSU Vancouver; this number grew to 85 students in fall 2004. WSU Tri-Cities, which recently became part of the project, reported eight students in fall 2004. Community colleges in Washington enrolled nearly 600 full-time equivalent Oregon residents in 2003-2004, an increase from previous years.

Washington residents attending Oregon institutions receive similar benefits. Specifically, residents who enroll for eight credits or less pay in-state tuition at Oregon's four-year public institutions. And, Washington residents at Oregon community colleges pay in-state tuition rates. Data from fall 2000 indicate that about 240 Washington residents who enrolled for eight credits or less paid in-state tuition rates at several four-year Oregon institutions. Also, in fall 2000, approximately 2,000 Washington residents paid in-state tuition at Oregon community colleges. (Recent data from Oregon are not available, but Oregon state statutes continue to reflect reduced tuition for Washington residents.)

Non-Specific Tuition Waivers

A 1999 Washington state law allows institutions to “waive all or a portion of the operating fees [tuition] for any student.” Although not limited to waivers of nonresident tuition, these waivers can be used for this purpose.

Most community colleges in Washington have applied this “non-specific” waiver provision to the nonresident portion of tuition for residents of other states (although not for foreign students). In 2003-2004, community colleges used the “non-specific” waiver to reduce tuition for more than 2,000 nonresident students. Although the formal reciprocity agreement with Idaho and the border county project with Oregon involve a number of students from these states, many other residents of these two states also receive tuition waivers at Washington community colleges based on this “non-specific” waiver statute.

Four-year public colleges and universities determine the use of this “non-specific” waiver. The waiver could be used for nonresidents, but data are not available on the exact usage at four-year institutions.

Students of Foreign Nations

State laws permit institutions to provide waivers to students of foreign nations. In 2003-2004, about 175 foreign students received tuition reductions.

Four-year colleges and universities can waive all or a portion of tuition and fees for students of foreign nations. Waivers, to the extent possible, should “promote reciprocal placements and waivers in foreign nations for Washington residents,” and priority is designated for exchanges sponsored by “recognized international education organizations.” The University of Washington and Washington State University may grant 100 waivers each year; other four-year institutions may grant 20 each year.

Community colleges can waive all or a portion of tuition and fees for students of foreign nations, with a limit of 100 foreign students each year. The waiver is designed to promote reciprocal placements of Washington residents in study programs abroad.

Home Tuition Programs for Four-Year Institutions

State law allows four-year public colleges and universities to negotiate agreements with out-of-state institutions, provided no loss of tuition and fee revenue is incurred. These programs are often referred to as “domestic student exchange programs” and allow Washington institutions to establish exchange programs with institutions across the country. Participating students enroll in an out-of-state institution and pay the equivalent of resident tuition and fees. The total number of participants is not specified in statute. However, each individual student is limited to one academic year in the program.

School of Medicine and Dentistry

Both the University of Washington and Washington State University are permitted to exempt nonresident tuition for students from several western states, under contracts with Alaska, Montana, Idaho, or Wyoming (for medicine) and Utah and Idaho (for dentistry) to regionalize medical education.

Active Military and National Guard Personnel and Families

Statutory provisions designate as residents, for tuition purposes, active military personnel and members of the Washington National Guard who are residents in another state but stationed in Washington. Their spouses and dependents also are designated as residents for tuition purposes.

Members of Designated American Indian Tribes

A nonresident student who is a member of an American Indian tribe (names of tribes are designated in state statute) and who has lived for a year in one or more designated states (Idaho, Montana, Oregon, or Washington) is considered a resident of Washington for tuition purposes.

Students Holding Graduate Service Appointments

Nonresident graduate students holding graduate service appointments may be exempted from all or a portion of nonresident tuition and fees.

Other Exemptions

Employees of higher education institutions who are not residents of Washington may be exempted from nonresident tuition and fees. In addition, some classifications of refugees may be exempted from nonresident tuition.

Summary and Conclusion

State policy in Washington and other states has provided several avenues for tuition reductions that facilitate exchanges of students across borders. The most formal of these have been the “reciprocity agreements” between Washington and Oregon, Washington and Idaho, and Washington and British Columbia. These agreements have provided a level of tuition waivers for neighboring states’ residents studying in Washington, with similar waiver levels for Washington residents who attend out-of-state colleges and universities.

Over the last several years, reciprocity has been reduced in scope. Currently, Idaho is the only state that signs formal reciprocity agreements with Washington. British Columbia and Oregon have discontinued formal reciprocity. However, as noted in this report, other avenues exist for student exchanges between Oregon and Washington as well as with other states.

These exchange options include the WICHE exchange programs and the border county higher education opportunity project. Furthermore, the “non-specific” waiver has given institutions the flexibility to implement tuition reductions to foster their institutional objectives and missions.

Overall, institutions in Washington and other states have continued to use tuition reductions for selected nonresident students. Although formal reciprocity agreements have diminished, other types of student exchange options continue to be available.

RESOLUTION NO. 04-30

WHEREAS, The Washington Higher Education Coordinating Board is required by state law to report to the governor and legislature every two years on the status of state-level reciprocity agreements between Washington and Idaho, Washington and British Columbia, and Washington and Oregon; and

WHEREAS, The report outlines the history and current status of reciprocity agreements, including the status of the current reciprocity agreements with Idaho and the decisions by British Columbia and Oregon to discontinue reciprocity; and

WHEREAS, The report reviews other student exchange opportunities available to Washington residents and residents of neighboring states;

THEREFORE, BE IT RESOLVED, That the Washington Higher Education Coordinating Board adopts the *2005 Report on Reciprocity Agreements and Other Student Exchange Options* and directs staff to transmit the report to the governor and appropriate committees of the legislature.

Adopted:

December 10, 2004

Attest:

Bob Craves, Chair

Gene Colin, Secretary

December 2004

Doctor of Education for School Administrators Washington State University

Introduction

Washington State University requests Higher Education Coordinating Board approval to extend its existing Doctor of Education (Ed.D.) for School Administrators program statewide, through a combination of distance-learning technologies and on-site instruction at learning centers and branch campuses. The program would continue to be administered through the Pullman campus but would draw on faculty expertise at each of WSU's campuses.

Program Need

Currently, students who pursue an Ed.D. through WSU may take some courses at other WSU campuses, but must still enroll full time at the Pullman campus for two years beyond the bachelor's degree in order to fulfill the university's residency requirement. Due to changes in professional leave policies in most Washington school districts, this limits K-12 administrators' access to the graduate level program in Pullman, resulting in a large and growing number of underserved school administrators.

Three demographic trends increase the demand for doctoral level training in school administration:

1. An increase in the number of students moving through the K-12 system has created a need to increase the overall capacity of the system. More highly trained educators – both teachers and administrators – will be needed to meet the educational challenges posed by this growing and diverse student population.
2. The K-12 system is experiencing a significant number of retirements in the administrative ranks. The Office of the Superintendent of Public Instruction estimates that 40-50 percent of current principals, superintendents, and central office administrators will be eligible for retirement within the next five years.
3. Washington's K-12 reform efforts, including essential learning requirements and site-based decision making, are placing new demands on administrators to enhance their administrative and leadership skills through advanced education.

There are currently a limited number of providers offering doctoral programs for Washington's school administrators. Among the public institutions, the Ed.D. is available only through residential programs at the University of Washington Seattle, and WSU Pullman. Among Washington private institutions, Seattle University offers the Ed.D. in Educational Administration, and Gonzaga offers a Ph.D. in Educational Leadership.

Additionally, there has been recent growth within the state in doctoral programs in educational leadership that are offered by institutions outside Washington via distance learning and at in-person sites. These include: Argosy University, Capella University, University of Phoenix, Walden University, and Nova Southeastern University.

However, even with these new offerings, unmet need remains and demand is growing for a public doctoral program available statewide that emphasizes administrative skills for working K-12 school professionals.

Program Description

The WSU Ed.D. program is designed for students who have already completed a master's degree and hold a professional position in a school or school district. The program consists of a minimum of 72 semester credits of graduate coursework -- of which 45 credits must be taken for a grade, and 20 credits must be related to dissertation research.

The extended program would use a "cohort" model; i.e., students enrolling throughout the state would take a defined series of courses on a common timeline and move through the program as a group. The schedule would be part-time and would include intensive three-week institutes on the Pullman campus over the summer. As occurs in the current residential program in Pullman, student research and the dissertation would examine important issues in local school settings. The curriculum would be consistent with that currently offered in Pullman.

All current faculty members in educational administration at the four WSU campuses would deliver the coursework. A combination of in-person and distance education utilizing the WHETS system and other technologies would provide students access to high-quality faculty from across the system. This mode of delivery is not new for the WSU College of Education. WSU has offered a statewide Superintendent Certification program since 1995, using a model similar to that proposed for the Ed.D. program. The superintendent program is highly regarded, producing approximately half of the state's 280 current K-12 superintendents. Most school superintendents are encouraged to go on to complete a professional doctorate; the statewide Ed.D. program is designed to meet that need and increase the opportunity for placebound superintendents to complete their doctorate.

WSU's current Educational Leadership faculty are highly qualified and include academic scholars and practitioners (clinical faculty). The academic faculty are productive scholars with established research agendas in educational leadership; several are nationally recognized. Specialty areas include policy studies, organizational theory, community and communications, ethics, leadership, curriculum and instruction, social foundations, diversity issues, and qualitative

research methodology. Clinical faculty members and adjunct faculty are highly experienced, successful current or retired school administrators who provide students with training in administrative knowledge and skills, as well as timely perspectives on current practice issues. Clinical faculty maintain valuable connections within the field of K-12 education and all clinical and adjunct faculty hold doctoral degrees.

Administrative oversight of the program would be the responsibility of the department chair at WSU Pullman. In addition, a faculty program coordinator would be responsible for promoting the program, establishing the cohorts, supervising student admissions, and coordinating the courses. A staff coordinator would oversee and coordinate the administrative staff at each of the campuses.

Assessment

The proposal enumerates several ways in which the existing Ed.D. program is assessed, all of which attest to the quality of the program as well as WSU's commitment to maintaining quality through ongoing assessment and internal and external review. The current system of assessment, which would extend to the statewide program, includes the following:

- The National Council for Accreditation of Teacher Education (NCATE) considers a number of quality indicators in a review of the program every five years. In the most recent review (2002), the WSU Educational Administration program received "full approval" with no needed changes.
- The Educational Administration program is a member of the University Council for Educational Administration (UCEA), a consortium of major university programs throughout the United States and Canada. Admission to UCEA is selective based on program quality.
- The Educational Administration program is approved by the Washington State Board of Education (SBE) to offer administrator certificate programs, including the superintendent's certificate.
- The WSU College of Education is one of nine institutions in the field of education selected to participate in the Carnegie Initiative on the Doctorate involving research and discussions on doctoral study. Involvement as a participant in the Carnegie Initiative will involve evaluation by experts from the Carnegie Foundation at a level beyond that typically achieved in any single institution.
- The current program uses a number of assessment procedures that will extend to the cohort-based Ed.D. program. These include student course evaluations, evaluations by program graduates, and tracking of graduates' professional development.

The expanded program would also add a number of assessment approaches to address the unique nature of the proposed statewide Ed.D. program:

- **Coordinating program offerings across the system.** An assessment of the effectiveness and practicality of program offerings through WHETS and other distance-education technology. This would include tracking and monitoring all course offerings, establishing, tracking, and monitoring student advisement, and an analysis of the cost and value of the program.
- **Providing a cohort-based, sequential program.** This assessment considers indicators such as the number of applicants, the number of students matriculated, and student retention. The geographic distribution of students would also be considered.
- **Providing residency at newer campuses.** The proposal would allow students to meet the graduate school residency requirement at any of WSU's campuses. This arrangement would be judged based on the quality of instruction via distance learning, as well as the quality of student performance in courses, preliminary exams, and completion of doctoral research.

The chair of the WSU Graduate Studies Committee of the Faculty Senate would participate in the analysis of assessment information on an annual basis and participate in the decision regarding continuation of the statewide cohort program.

Student performance and progress would also be evaluated using a variety of assessment strategies: written examinations, research papers, presentations, analysis of case studies, portfolios, and Internet-based assignments and research. The progress of all students in the program would be formally evaluated annually through the Graduate Student Annual Review Report, which is completed by all advisors. In addition, students would be required to satisfy four qualifying procedures as they progress toward the degree. First, after completion of 9 to 12 semester hours in the program, the student must be "qualified" by the faculty as a degree candidate before filing a program of study. Second, after coursework has been completed, students would be required to pass a comprehensive written examination. Third, students must successfully present a dissertation proposal. And, finally, students must successfully defend their final dissertation before graduating.

Diversity

A major reason for WSU's proposed expansion of the Ed.D. program is to improve recruitment and retention of women and persons of color. By offering the Ed.D. program in areas that have been historically underserved and areas with higher proportions of teachers of color, WSU anticipates greater levels of participation from these groups. The program uses a cohort-based, multi-campus approach that would allow greater access for prospective students around the state, as well as better opportunities for statewide coordination of courses and faculty teaching/advising assignments. The cohort program is designed especially for prospective students who are placebound working school administrators and are based in rural locations around the state. The use of in-person and distance-delivery mechanisms would open the program to placebound individuals throughout the state. WSU would draw on its existing relationship with school districts to publicize the program and attract a wider diversity of students.

External Review, Special Circumstances

Because the proposal represents a statewide extension of an existing accredited program (rather than a new degree program), HECB staff, in consultation with the board, have determined that an external review was not required. There are, however, special circumstances that have been included in the staff review of this proposal.

The proposal to extend the WSU Ed.D. program to include instruction at branch campuses raised special concerns in the review, in light of the history of branch campuses. The first long-range plan for the development of the branch campuses (*Design for the 21st Century: Expanding Higher Education Opportunity in Washington*, HECB 1990) indicated that the branch campuses would not be allowed to offer doctoral programs. Over time it became apparent that some flexibility in this policy would be required to respond to changing demands within some professions. In the current *Guidelines for Program Planning, Approval and Review* (HECB 2001), development of doctoral programs at the branch campuses remains restricted; however, “exceptions to this policy for practice-oriented doctorates may be granted by the HECB under exceptional conditions.” In 2001, House and Senate Higher Education Committees conducted a joint work session to discuss state policy options for offering doctoral degrees on branch campuses. Further legislative considerations resulted in a letter to the HECB asking the agency to adopt a one-year moratorium on the approval of doctoral programs at the branch campuses, pending legislative consideration during the 2002 session. The HECB abided by this request, and development of the WSU Ed.D. program has been affected by this moratorium since 2002.

With that in mind, HECB staff review finds that the WSU proposal to extend the current Ed.D. statewide is not a branch campus proposal. WSU would offer the degree statewide as a departmental degree, governed by the departmental faculty as a whole. Faculty would teach in the program from Pullman, as well as at each of the WSU branch campuses. While the faculty as a whole would collaborate to offer the degree, the program is not considered a “branch campus” proposal. The degree would be offered to students at a variety of sites including branch campuses, other statewide locations, and in Pullman. This appears to be an innovative, cost-effective approach to meeting a critical need in the state and would leverage faculty resources from around the state.

The program has been provided for public notice among the public universities in Washington. No objections have been raised by other institutions.

The Education Committee of the HECB reviewed the program in November 2004, recommending it for full board consideration.

Program Costs

The program expects to admit cohorts of about 18 students per year beginning 2005-2006 (10.8 FTE), with 72 concurrent students (53.1 FTE) at full enrollment in 2010-2011. For the most part, the program would utilize existing faculty (12 current faculty representing 2.9 faculty FTE), facilities, and equipment. There are some unique costs attributable to the statewide program. The proposal outlines a need for three additional faculty (2.5 FTE faculty in the doctoral

program), as well as 1.2 staff as FTEs become available. Other unique costs include supplemental library funding, travel costs, and WHETS delivery costs. The program estimates a cost of approximately \$8,442.75 per FTE at full enrollment.

Staff Analysis

The proposed program would extend WSU's highly regarded Ed.D. to students statewide through a cohort model. The program would make use of the WSU WHETS infrastructure that effectively delivers coursework to students statewide. Courses would be delivered at branch campuses and other centers according to the distribution of the cohort and the teaching faculty. Staff find that the cost-effective approach of linking together faculty and other resources from multiple campuses to offer this statewide program, as well as the use of an existing and well-tested distance education infrastructure for statewide delivery and the high student and employer demand for the program provide sufficient justification to warrant program approval.

The proposal includes a commitment by WSU to carefully monitor the quality of the program through a number of existing assessment strategies, while also developing additional assessment tools designed to address the unique aspects of this program. These assessments include both internal and external reviews at the state and national level that address quality, cost of delivery, and whether student needs and expectations are met.

The program would provide a service to school administrators and the state by providing enhanced access to the advanced professional training they need to effectively manage schools. Increased diversity in schools – both in terms of student population and staff – as well as greater demands placed on schools through reform efforts designed to drive higher achievement have created new challenges for school administrators. This is exacerbated by accountability reforms that have created pressure for additional data gathering and analysis at both the school and district levels. These issues create demand for advanced training, but at the same time, contribute to increased pressure on administrators' time, adding to their difficulties in traveling to and from classes.

Recommendation

The WSU Ed.D. for School Administrators appears to be an efficient use of state resources and a logical extension of an existing, successful program. The Washington State University Doctor of Education for School Administrators is recommended for approval, effective December 10, 2004.

RESOLUTION NO. 04-31

WHEREAS, Washington State University proposes to extend the existing Doctor of Education for School Administrators statewide; and

WHEREAS, The program would meet the needs of education professionals and the community by providing access to school administrators throughout the state who wish to enhance their skills and advance professionally; and

WHEREAS, Washington State University commits to a comprehensive plan to monitor and assess the quality and cost of the program and the success of students as they progress toward the degree; and

WHEREAS, The recruitment and diversity plan are appropriate to the program; and

WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Washington State University proposal to extend the Doctor of Education for School Administrators to cohorts statewide, effective December 10, 2004.

Adopted:

December 10, 2004

Attest:

Bob Craves, Chair

Gene Colin, Secretary

December 2004

Revising Minimum Basic Admission Standards

Background

Washington state statutes require the Higher Education Coordinating Board to define minimum freshman admission standards for Washington's public four-year college and universities. This responsibility was confirmed when the Legislature and governor revised the board's statutory responsibilities in 2004 (RCW 28B.76.290). These standards signal to students, parents and K-12 educators the academic preparation students need to succeed in college. They also inform high schools of the content and quality of courses they must offer to ensure their students have the opportunity to gain admission, enroll in institutions of higher education, and earn bachelor's degrees.

The vast majority of prospective freshmen – residents and non-residents; citizens and international students; from public, private or home schools – must meet the minimum basic admission standards to enter any of the state's four-year college or universities. The institutions retain the flexibility to admit a small number of freshmen from prospective students who demonstrate college readiness by alternative means.

The board adopted most of the current minimum standards for freshman admission in 1988, and these requirements were fully implemented in 1992. In 2000, the board revised the science requirement, requiring entering college freshmen in 2010 to complete two years of laboratory-based science. At least one year must be in a course that requires the student to use algebra.

Over the past several years, the higher education community has reached broad agreement that the current admission standards are inadequate and that more rigorous preparation is required for freshmen entering the state's colleges and universities to succeed in their studies and complete baccalaureate programs.

Since 2003, members of the HECB staff have studied this issue and met with K-12 and higher education leaders to determine whether to revise the current standards and, if so, in what ways. Early in 2004, a work group convened by the HECB suggested revisions based on research and the institutions' recent admission experiences. The institutions' presidents and provosts reviewed, revised, and approved the recommendations before they were presented to the board for consideration. The proposal reflected in this document represents broad agreement among HECB staff and the participants in the project work group.

Board Action Requested

At its December 10 meeting, the HECB will be asked to direct its staff to publicize the recommended minimum admission changes, conduct a public comment process, and prepare final proposed standards and background materials for consideration and possible adoption by the board early in 2005.

Key Recommendations

The full recommendation proposed for students who seek freshman admission to college in fall 2008 is included at the end of this document. The key changes to the current standards would:

- **Increase the high school mathematics requirement to four years.** Currently, students must complete three years of math in high school, beginning with algebra. This proposal would add a fourth year of math, with students choosing from two optional sequences.
- **Revise the high school science requirement.** Currently, students are required to take two years of science, of which one year must be laboratory-based. The proposal would require two years of laboratory-based science, of which one year would require the student to understand and use algebra. This change was approved by the board for entering college freshmen in 2010. This proposal would advance that requirement to entering freshmen in 2008.
- **Require students in each year of high school to take at least three college preparatory courses that last for the entire school year.** Students would have the option of taking additional year-long courses.
- **Eliminate the statewide college Admission Index,** a formulaic scoring and ranking system used to evaluate high school graduates based on their cumulative grade point averages and scores on the SAT or ACT college entrance exams. However, the proposal would leave intact the requirements that students achieve at least a 2.0 grade point average on a 4.0 scale, and that they submit college test scores (SAT or ACT) to be considered for admission.

If, after a period of public review and comment, the board ultimately approves these changes or some modification of them, staff would work vigorously to communicate the new requirements to students, parents and schools in the years leading up to their implementation, and for as long as they remain in effect.

Why These Changes?

The proposed minimum requirements are designed to accomplish three primary objectives:

- Encourage and support more rigorous student academic preparation for college, and reduce the number of recent high school graduates who require remedial instruction at college;

- Promote rigorous coursework in all four years of high school; and
- Emphasize the *content* of high school study rather than simply promoting the achievement of a high grade-point average and the accumulation of “seat time” credits.

In doing so, the proposed standards would help to reverse recent national and state trends that have left many prospective college students unprepared or under-prepared for postsecondary study. In its recently adopted 2004 Strategic Master Plan for Higher Education, the HECB places a priority on improving the college-readiness of recent high school graduates, and the proposed admission standards are one element of a multi-pronged strategy to achieve that goal.

Numerous national studies have determined that rigorous academic preparation in all four years of high school is the most important indicator that students will earn college degrees. Rigorous coursework in high school is so critical, in fact, that it helps students overcome every other barrier to higher education that they might encounter, including factors related to socioeconomic status, race, ethnicity and others.

- In his landmark 1999 study on college preparation, *Answers in the Toolbox*, U.S. Department of Education researcher Clifford Adelman found that completion of a rigorous, high-quality high school curriculum better predicts whether a student will earn a college degree than his or her high school grades, college admission test scores, or class rank. Further, the positive impact on bachelor’s degree completion for African-American and Latino students is more pronounced than for Caucasian students.
- Adelman found that students’ level of mathematics completion in high school has the strongest influence on the likelihood they will attain a bachelor’s degree in college. Students who complete a course beyond the level of algebra 2 (such as trigonometry or pre-calculus) more than double the odds that they will complete a bachelor’s degree once they enroll in college.
- Research conducted by a national blue ribbon panel in 2001 confirmed what American educators have observed for decades: Too many students “coast” through their senior year of high school, causing their skills to erode and increasing the likelihood that they will have to take remedial courses at college. “Practically every college-bound student knows that what (he or she has) accomplished through grade 11 will largely determine whether or not (he or she attends) college,” the National Commission on the High School Senior Year concluded. “As a result, serious preparation for college ends at grade 11.”
- Another national initiative, the American Diploma Project, has advocated for several years that the requirements for high school graduation be strengthened, especially in English and math. In a 2004 study, the project found that in almost every state, high school graduation requirements are inadequate for the demands of college and the workplace. “The confidence that students and parents place in the diploma contrasts sharply with the skepticism of employers and post-secondary institutions, who all but ignore the diploma, knowing that it often serves as little more than a certificate of attendance,” the researchers wrote.

- Poor preparation is not only the result of a lack of academic rigor. The expectations of colleges and universities – and increasingly those of employers – have steadily grown more demanding and are not widely known or understood by students and their families. In 2003, Stanford University researchers found 88 percent of eighth-graders expected to participate in some form of postsecondary education, and approximately 70 percent of high school graduates actually do go to college within two years of earning a diploma. Yet fewer than 12 percent of high school students know the courses required to prepare them for admission to and success in college.

These findings are mirrored by students' experience in Washington:

- The state's current minimum basic college admission standards are no longer strong enough to actually qualify for admission at the state's more selective public universities. Further, students who do gain admission to a university by meeting only the current minimum requirements now frequently find themselves under-prepared for college academics.
- State and local high school graduation requirements do not meet even the current minimum college admission standards, and many parents and students do not realize this. For example, the state requires three years of English to graduate from high school, compared with the four years needed for college admission; two years of unspecified science versus two years of laboratory-based science; and two years of unspecified mathematics compared with three years of mathematics (including algebra, geometry and intermediate algebra). Most local school districts do require students to complete additional courses in order to graduate, but few if any high schools require the current minimum basic admission standards for all students.
- The WASL is not enough. High school graduates in 2008 will be required to show proficiency in reading, writing and math on the 10th grade Washington Assessment of Student Learning. While the WASL exam may help students know if they are on track for college, it remains a 10th grade test and does not measure college readiness. A 2004 report by Achieve, Inc., found that the 10th grade WASL writing examination was among the best writing assessments in the country required for graduation. However, Achieve also found that the 10th grade math examination largely measured pre-algebra skills, and the WASL reading test at best emphasized middle and early high school reading skills.
- Seventy (70) percent of Washington high school graduates go on to some form of postsecondary education within two years. Of these, more than 50 percent are not prepared for college-level study, particularly in mathematics. About 80 percent of the remedial classes required of recent high school graduates are in mathematics; while the remaining 20 percent are mostly in English. The bulk of remediation takes place in community and technical colleges, which have open admission policies. Four-year institutions require almost 10 percent of their freshmen to take remedial courses, according to a 2004 report by the State Board for Community and Technical Colleges.

- The state's educators have not done enough to communicate to students and parents what is required for college-level success. With an average student-to-counselor ratio of 500:1 in the state, the current guidance system cannot reliably provide every student with this critical information, according to a 1999 report by the Office of the Superintendent of Public Instruction. Nor are state agencies and colleges and universities effectively reaching out to every student with college planning information.

Why Change Minimum Admission Standards Now?

In its 2004 Strategic Master Plan for Higher Education, the HECB has charted a new course to define college readiness. The board's long-term objective is for minimum college admission standards to be expressed as a set of skills – identifying what students must know and be able to do to succeed in college – rather than reflecting the time spent learning particular subjects. The board's implementation plan calls for adoption of official “college readiness” standards in December 2006, for mathematics, science, English, social studies and world languages.

This effort to define college readiness will provide high schools the critical information they need to ensure that their curricula reflect the knowledge and abilities students need to succeed in college and earn bachelor's degrees. It also closely links college readiness to the state's K-12 reform agenda to set learning goals for students through grade 10.

While that project progresses, the HECB believes it is important to convey to students, families and K-12 educators the urgency to upgrade the state's minimum college admission standards for students who will reach high school age in the next few years.

Certain Aspects of the College Admission Process will Remain Intact

Adoption of revised admission standards is expected to improve the college readiness of high school graduates who meet the new requirements. Meanwhile, certain important aspects of the current admission process will remain intact. For example:

- **Colleges and universities would retain their current flexibility in two important ways.** They could designate additional requirements for admission beyond the basic standards set forth by the board. And, they could continue to admit some students who do not meet the minimum requirements, but who have otherwise made a compelling case that they are ready to succeed in college study. The number of students who may be admitted under special consideration would remain limited to 15 percent of each freshman class.
- **Simply meeting the new minimum requirements would NOT guarantee students admission to any of the state's public four-year institutions.** Colleges and universities make admission decisions based on a variety of economic, demographic, and institutional factors – many of which change every year. The new minimum standards would tell students that, if they meet the requirements, they are likely to be ready for college-level work and have a reasonable opportunity of being admitted to one of the state's public four-year institutions. As the college admission process becomes more competitive, certain students who meet the *minimum* standards may not be admitted to their first-choice institutions.

Next Steps

With the board's approval, HECB staff will implement the following procedure for public review and final consideration of the recommended changes:

- December 2004:** Develop public briefing documents, publicize the proposed changes, and schedule public hearing dates. Communicate to the media and to students, parents, citizens, employers, school directors and administrators, teachers, and higher education administrators and faculty.
- January 2005:** Hold public hearings in at least two locations in Washington. Develop a summary of the testimony for board review.
- March 2005:** Present final recommendations for board consideration. Information will include a summary of public comments received at the hearings and any changes to the proposal that result from the hearings. The final proposal will include a statewide communication plan to publicize and explain the changes.

Minimum Freshman Admission Standards for Students Entering College in Fall 2008 and Thereafter

Goals of the minimum basic admission standards are to ensure that:

- Freshmen selected to enroll at the state's public baccalaureate institutions are ready to succeed academically and earn bachelor's degrees;
- The amount of remedial instruction required for recent high school graduates is minimized;
- Universities recognize that experiences and activities beyond academic achievement can contribute to a successful college application; and
- Students and families understand that completion of a rigorous curriculum in high school is critically important to prepare for success in college.

	Current Minimum Standards	Proposed Standards Effective Summer 2008
Academic Distribution Requirements		Students must take a minimum of 3 year-long academic courses (core and/or other rigorous courses beyond core) each year of high school, including the senior year. Students are encouraged to take additional or advanced academic coursework when available.
<i>English</i>	4 years , including 3 years of literature and composition.	No change.
<i>Mathematics</i>	3 years , including algebra, geometry and advanced mathematics.	4 years. Students must complete one of the following math options: (1) successful completion of math through Intermediate Algebra (or Integrated Math III) and a year of elective math, algebra-based science or statistics in the final year of high school; OR, (2) successful completion of math through pre-calculus.
<i>Social Science</i>	3 years.	No change.
<i>Science</i>	2 years , including one year of laboratory science (the equivalent of biology, chemistry, physics, or principles of technology). Note: Students applying for college freshman admission beginning in fall 2010 must have completed two years of laboratory science, including one year of algebra-based biology, chemistry or physics.	2 years of laboratory science , including one year of algebra-based biology, chemistry or physics.
<i>Foreign Language</i>	2 years of the same foreign language, Native American language, or American Sign language.	No change.
<i>Arts</i>	1 year of fine, visual or performing arts or electives from any of the other required subjects.	No change.

**Minimum Freshman Admission Standards for
Students Entering College in 2008 and Thereafter**
(continued)

	Current Minimum Standards	Proposed Standards Effective Summer 2008
Minimum Grade Point Average	Minimum unweighted cumulative Grade Point Average of 2.0 on a 4.0 scale.	No change.
Admission Index (Each student receives a score based on grade point average and college admission test scores.)	Achieve a minimum score of at least 13 at Central, Eastern and Western Washington universities and The Evergreen State College, and at least 28 at Washington State University and the University of Washington.	Eliminate.
Required tests	SAT or ACT	SAT or ACT. Students unable to provide standardized test scores may petition the institution for a waiver. International students are not required to provide test scores. No more than 5 percent of the new freshmen enrolled annually at each institution may receive waivers from this requirement. Note: Students who pass all sections of the WASL will be determined to have completed the first two years of high school core requirements in English and mathematics.
Comprehensive Review	Institutions may admit students who do not meet the minimum standards by considering such non-academic characteristics as a personal essay, community activities, personal circumstances or special talents. No more than 15 percent of new freshmen at each institution may be admitted through this alternative process.	No change.

RESOLUTION NO. 04-32

WHEREAS, The Washington Higher Education Coordinating Board (HECB) is directed by the Legislature (RCW 28B.76.290) to establish minimum admission standards for the state's public four-year college and universities; and

WHEREAS, A rigorous academic preparation during all four years of high school is the single best indicator of higher education success and bachelor's degree attainment; and

WHEREAS, Washington's higher education community has reached consensus that the current minimum basic admission standards established by the board in 1988 no longer reflect the level of rigorous preparation required for freshman entering the state's colleges and universities; and

WHEREAS, The state's public four-year institutions have reached consensus on recommended changes to the current minimum basic admissions standards, and board staff have studied those recommendations and concluded that they will improve student preparation for college; and

WHEREAS, Students, parents, and schools need to understand the preparation needed for successful college study, and all of these groups look to the state's minimum basic admission standards as the threshold requirements for college opportunity;

THEREFORE, BE IT RESOLVED, That board staff will publicize the recommended changes to the minimum freshman admissions standards for students entering college in 2008, conduct a public comment process, and prepare final proposed standards and background materials for consideration and possible adoption by the board early in 2005.

Adopted:

December 10, 2004

Attest:

Bob Craves, Chair

Gene Colin, Secretary



December 2004

2005-07 Higher Education Operating Budget Recommendations to the Legislature

The Higher Education Coordinating Board (HECB) is directed by state law to submit its recommendations for the 2005-07 higher education operating budget to the Office of Financial Management (OFM) by November 1, 2004, and to the legislature by January 1, 2005. These requirements are spelled out in RCW 28B.76.210.

In October, the board recommended to the governor that the state increase higher education funding in the operating budget by \$848 million in 2005-07 to make progress toward the goals outlined in the board's *2004 Strategic Master Plan for Higher Education*. That proposal would boost the biennial higher education budget to \$3.7 billion.

The October recommendation was based on a comprehensive review of the budget requests from the public four-year college and universities and from the State Board for Community and Technical Colleges (SBCTC) on behalf of the state's 34 two-year colleges. The review concentrated on how well the requests aligned with the board's budget priorities as articulated in the strategic master plan.

In September, when the board began considering its budget recommendation, OFM Director Marty Brown estimated that anticipated spending in 2005-07 would be approximately \$1.1 billion greater than expected revenue during the period. Since then, this imbalance has been revised upward by OFM to \$1.7 billion. Compounding the higher education budget challenge is the fact that Washington voters in November rejected Initiative 884, which would have raised an additional \$1 billion per year in state revenue dedicated to education. More than \$400 million per year – or \$800 million in the 2005-07 biennium – would have been earmarked for higher education.

The board considers its October recommendation to reflect a bare-bones needs assessment for higher education. The board remains committed to its goals as stated in the master plan of increasing opportunities for students to earn degrees and to respond to the state's economic needs. To achieve these goals, the state must expand access to higher education by providing funds to support new enrollments, improve the quality of academic and job training programs, expand financial aid for needy students, and enhance state-sponsored research activities.

However, the reality is that the needs of higher education are not going to be met in the 2005-07 biennium. State general fund revenue is projected to grow by less than seven percent, but the board's October recommendation represented a 38 percent increase in spending. When the board adopted the recommendation, the members also discussed the possibility that a revision might be needed to more accurately respond to the state's budget situation. This document describes the revised recommendation developed by the HECB fiscal committee.

Board Action Requested

At the December 10 HECB meeting, the board's fiscal committee will review the revised budget recommendation and seek the full board's endorsement to forward it to the legislature by January 1, 2005.

Overview

In the current biennium, the state has provided \$2.7 billion in general fund revenue to higher education. To maintain the same level of service in the 2005-07 biennium is estimated to cost \$2.86 billion. To expand access to higher education and maintain its quality, the board's fiscal committee is now recommending enhancements of \$400 million. This would increase higher education appropriations to \$3.26 billion – an increase of 21 percent over the current biennium.

The reduction of the October recommendation from \$848 million to \$400 million represents an attempt by the fiscal committee to prioritize its fiscal objectives and establish a basis for the state to make at least incremental progress toward the goals articulated in the 2004 master plan.

Enrollment is still a key consideration, with an increase of 12,900 full-time equivalent enrollments recommended (down from 22,100 in the October recommendation). A stable high-demand enrollment program remains an important element of this recommendation. Funding for cost-of-living adjustments for faculty and staff remains at the level recommended in October.

The fiscal committee recommends scaling back the board's October proposal for additional salary improvements for faculty. And, while maintaining the state's financial aid programs is a basic foundation for the December recommendations, the recommended enhancements necessary to meet the board's long-term goals are being delayed. Research is still critical, but the fiscal committee is recommending only those proposals already submitted by the institutions and not expanding beyond them. Program improvements are still important, but the committee suggests they generally be funded with resources provided for new enrollments or generated through tuition increases.

The reduction from \$848 million to \$400 million does not reflect an across-the-board reduction. Some proposals have been scaled back more than others, an approach that likely will continue if further revisions are required.

Table 1
Fiscal Committee Recommendation
2005-07 Higher Education Operating Budget
December 10, 2004
(Dollars in Millions)

Current Biennium	\$2,697.6	
Maintenance Level (amount necessary to continue current services)	\$2,862.2	
Recommendation to the:	<u>Governor/OFM</u>	<u>Legislature</u>
Allocating student enrollments		
Associate degrees, prepared for work and adult literacy: 10,000 FTEs over two years at \$5,650 per FTE	\$84.8	\$40.5 5,000 FTEs over two years at \$5,400 per FTE
Bachelor's degrees: 8,000 budgeted FTEs over two years at \$6,303 per FTE	\$92.0	\$51.1 4,400 budgeted FTEs over two years at \$6,303 per FTE
Graduate degrees: 2,100 budgeted FTEs over two years at an average \$15,000 per FTE	\$59.0	\$33.0 1,200 budgeted FTEs over two years at an average \$15,000 per FTE; includes WSU vet med
Increasing enrollments in high-demand fields	\$30.0	\$30.0 1,000 FTEs for baccalaureates (\$11,000 per FTE; \$16.5 million) and 1,300 FTEs for SBCTC (\$6,900 per FTE; \$13.5 million)
Salaries		
COLAs for all staff: 3.2% in FY06 and 1.6% in FY07	\$97.0	\$97.0 Same
Additional salary increase for faculty/exempt staff to make progress when compared to institutional peers (5% each year)	\$143.0	\$30.0 \$15 million for baccalaureate recruitment and retention; \$15 million for CTC part-time faculty salaries
Expanding student financial aid	\$160.0	\$85.8 See Table 2
Special program improvements	\$80.0	\$10.0 ABE/ESL enhanced funding
Helping transfer students earn bachelor's degrees	\$1.6	\$1.6 Same
Measuring student success with improved data system	\$0.5	\$0.5 Same
Research	<u>\$100.0</u>	<u>\$20.5</u> Fund UW and WSU request only
Total Increase	\$847.9	\$400.0
Total Proposed Budget	\$3,710.1	\$3,262.2
Percentage increase 2005-07 over 2003-05	38%	21%

Enrollments

The fiscal committee's enrollment recommendation contains four elements, each of which relates to different aspects of the board's goals of increasing the opportunities for students to complete degrees and respond to the state's economic needs: (1) associate degrees, prepared for work and adult literacy; (2) bachelor's degrees; (3) graduate and professional degrees; and (4) degrees earned in high-demand fields. The committee has a separate funding and enrollment recommendation for each area. In all cases, the enrollments would be funded at an enhanced rate.

- (1) **Associate degrees, prepared for work and adult literacy:** The SBCTC has set performance targets for the number of transfer-ready students, students prepared for work, and students in adult basic education who have made significant skill gains. The HECB has adopted the targets set by the two-year colleges for both job training and adult literacy. In addition, the HECB has a separate associate degree goal. The SBCTC has determined that it would require a funding increase to support 10,000 new full-time students to meet its performance targets. The board endorsed this recommendation in October. Now, the fiscal committee is recommending that the increased number of general enrollments for the community and technical colleges be reduced from 8,700 to 5,000. It is understood that this reduction may require that the SBCTC reduce its performance targets.

The other 1,300 full-time equivalent students requested by the SBCTC for apprenticeship and high-demand are moved to the request for high-demand fields (see No. 4 below).

Recommended funding for these general enrollments is reduced from \$5,650 per student to \$5,400. This is in line with the differentiation made by the legislature in funding general enrollments in the 2004 supplemental budget. In that budget, new enrollments at the baccalaureate institutions were funded between \$5,459 and \$5,605 per FTE, while new enrollments at community and technical colleges were funded at \$4,563 per FTE – a difference of roughly \$900. The fiscal committee recommends baccalaureate FTEs be funded at \$6,303 per FTE. Maintaining the differential would require that community and technical college FTEs be funded at \$5,400 per FTE.

- (2) **Bachelor's degrees:** The fiscal committee now recommends an additional 4,400 undergraduate full-time equivalent students be funded at the baccalaureate institutions. The board has a target of 30,000 students earning bachelor's degrees per year by 2010, with an intermediary target of 28,600 in 2006-07. Of this total, some 75 percent (21,450) are to be earned at public institutions. If the public institutions were to continue to enroll students in excess of what the legislature has funded, it would require an additional 2,750 FTEs to meet this target. On the other hand, if the institutions were to enroll only at the level of students as provided by the legislature, it would require an additional 8,000

FTEs. The recommendation of 4,400 FTEs is midway between these two points after taking into account the high-demand FTEs provided in Item 4 below.

Recommended funding per full-time equivalent student remains at \$6,303 per full-time equivalent student. This amount is based on the differential between the rate at which enrollments are funded at Washington's comprehensive institutions and the rates of peer institution funding in other states.

- (3) **Graduate degrees:** The fiscal committee recommends the number of full-time equivalent students in graduate programs be increased by 1,200 over the 2005-07 biennium. The board has a target of 11,500 students earning graduate degrees annually by 2010. An intermediary target is 10,900 in 2006-07 of which 6,300 would be earned in public institutions. In 2003-04, slightly more than 6,000 graduate degrees were earned from public institutions. Given present levels of enrollments and degrees per enrollment, it would require an additional 670 FTEs to produce the additional degrees. However, if the public institutions were to reduce enrollments to state-budgeted levels, it would require an additional 1,740 FTEs. The board's recommendation is midway between these two points.

Recommended funded for graduate programs remains at \$15,000 per full-time equivalent student.

- (4) **High-demand fields:** In its implementation plan for the strategic master plan, the board recommended a continuing practice of adding \$10 million per year for a high-demand enrollment program. In the first biennium (2005-07), this would come to a total of \$30 million. This was the recommendation made in October and the fiscal committee favors preserving this level in the revised recommendation. It is recognized that this program by itself is not large enough to meet the needs of the economy, but the availability of competitive high-demand grants has provided an important stimulus to improved economic responsiveness by the public colleges and universities. Included in this recommendation are 1,000 full-time equivalent students (500 in 2005-06 and 1,000 in 2006-07) at the baccalaureate level, funded at \$11,000 per FTE student. In addition, it would fund 1,300 full-time equivalent students (650 in 2005-06 and 1,300 in 2006-07) at the two-year colleges, at about \$6,900 per FTE student.

Salaries

The fiscal committee recommends maintaining the board's October recommendation to the governor for cost-of-living adjustments for all higher education employees at 3.2 percent in FY 2006 and 1.6 percent in FY 2007. This proposal reflects the outcome of management-labor negotiations under the new state civil service reform statute. The estimated cost of this enhancement is \$97 million.

The October recommendation also included \$143 million for additional salary increases averaging five percent per year for faculty and exempt staff. This represented an attempt to bring salaries in Washington closer to the average of those at comparable institutions in other states. However, the fiscal committee has revised this proposal and instead recommends the creation of two \$15 million “salary enhancement pools” for the baccalaureate institutions and the two-year college system. Baccalaureate institutions would use the new money for faculty recruitment and retention, while the two-year colleges would target part-time faculty salary improvements.

Financial Aid

The fiscal committee recommends reducing the board’s earlier financial aid enhancement recommendation by nearly 50 percent

In October, the board recommended a \$160 million expansion of financial aid programs, based on the HECB agency budget request and the implementation plan for the 2004 strategic master plan. This funding level would have achieved the board’s goals for the State Need Grant of expanding eligibility to 65 percent of the state’s median family income and for the award to equal tuition at public colleges. The award for the Promise Scholarship would have been increased to equal the statutory maximum of 100 percent of community college tuition. The State Work Study program would have been restored to its historic levels of students served and support would have been available to additional students in high-demand fields. Participation in the Educational Opportunity Grant, a program designed for placebound transfer students, would have been increased. Awards in the Washington Scholars and the Washington Award for Vocational Excellence programs would have been increased to keep pace with tuition increases. Also, a new pilot program was recommended for low-income full-time workers.

The fiscal committee recommends revising the financial aid funding enhancement to \$85.8 million during 2005-07. While the board maintains its long-term service goals for the State Need Grant program (serving students whose family income is up to 65 percent of the state median and providing grants equal to public tuition rates), the fiscal committee proposes to maintain current services levels (55 percent of MFI and grants that are less than full tuition rates). Instead, the committee believes the state should place a higher priority on ensuring that financial aid keeps pace with tuition increases and that funds are available for students who are currently eligible for a need grant but for whom there are insufficient funds. The cost of maintaining the program’s current service level is estimated at \$75.2 million in the 2005-07 biennium, assuming tuition increases seven percent per year.

For the Promise Scholarship, the committee is recommending that the award be increased from the current \$1,176 per year to \$1,400. This approach would cost \$3.5 million, but would fall far short of the expected level of community college tuition in the 2005-07 biennium.

Table 2
Fiscal Committee Recommendation
2005-07 Financial Aid Enhancements
December 10, 2004
(Dollars in Millions)

Recommendation to the:	<u>Governor/OFM</u>	<u>Legislature</u>
State Need Grant		
Cover unserved students; adjust award \$for\$ due to 7% tuition increases; eligibility increased to 65% median family income; award equal to 100% of tuition	\$125.8	\$75.2 Cover unserved students; adjust award \$for\$ due to 7% tuition increases
State Work Study		
Expansion for high-demand	\$0.6	
Adjust for increased costs and restore historic service level	\$8.9	\$3.9 Adjust for increased costs and partially restore to historic service level
Educational Opportunity Grant		
Increase participation	\$1.5	\$0.5 Increase participation
Washington Promise Scholarship		
Set award at 100% of CTC tuition	\$20.4	\$3.5 Set award at \$1,400 per year
Washington Scholars		
Washington Award for Vocational Excellence		
Cover tuition increases	\$0.7	\$0.7 Same
Financial Aid for Low-Income Full-time Workers		
New pilot program	\$2.0	\$2.0 Same
Total Proposed Enhancements	\$159.9	\$85.8

The committee recommends adding \$3.9 million to the State Work Study program instead of the \$8.9 million recommended in October. This enhancement would not include the proposed expansion to assist students in high-demand fields. The committee recommends a \$500,000 enhancement for the Educational Opportunity Grant, rather than the earlier total of \$1.5 million. The recommendations for the Washington Scholars and Vocational Excellence programs and the proposed pilot program for low-income full-time workers would remain unchanged.

Other Enhancements

In October, the board recommended that \$182 million be added to the higher education budget for non-specified program improvements meant to help bring Washington institutions into line with funding at similar institutions in other states (\$80 million), additional funding for research (\$100 million), a statewide transfer advising system (\$1.6 million), and a student level data warehouse (\$500,000).

The fiscal committee recommends these improvements be pared back to \$34.6 million. For research, the committee recommends only the proposed enhancements at the University of Washington and Washington State University, which total \$20.5 million. The committee recommends \$10 million for enhanced funding for adult basic education programs at the community and technical colleges. Recommendations for the statewide student advising system and the student level data warehouse are still supported by the fiscal committee. Finally, the \$2 million proposal for preserving the veterinary medicine program at Washington State University has been incorporated into the recommendation for increased graduate-level enrollments.

For items not proposed for funding in the revised recommendation, the fiscal committee suggests institutions consider using tuition revenue or funds associated with new enrollments.

Table 3
Fiscal Committee Recommendation
Other Non-enrollment, Non-salary Requests
December 10, 2004
(Dollars in Millions)

	<u>Institution Request</u>	Recommendation to the:	
		Governor/OFM*	Legislature
University of Washington			
Core education support	\$75.0		
Research	\$13.4		\$13.4
Washington State University			
Core funding	\$51.0		
Preserving veterinary medicine	\$2.0		\$2.0
Research	\$7.1		\$7.1
Central Washington University			
Tuition waiver authority	\$2.0		
Connections program (1st generation)	\$1.0		
Eastern Washington University			
The Evergreen State College			
Faculty and staff recruitment and retention	\$1.0		
Core support for student success	\$4.5		
Maintenance backlog	\$1.9		
Western Washington University			
Additional faculty positions	\$2.8		
Core funding issues	\$3.6		
General education program	\$0.4		
Economic partnerships	\$0.3		
Expand fundraising partnerships	\$0.6		
State Board for Community & Technical Colleges			
ABE/ESL enhanced funding	\$10.0		\$10.0
Job skills program	\$10.0		
Higher Education Coordinating Board			
Statewide student advising system	\$1.6	\$1.6	\$1.6
Student data warehouse	\$0.5	\$0.5	\$0.5
Financial aid delivery system	\$0.2		
Financial aid outreach	\$0.1		
Total	\$114.0	\$182.1	\$34.6

* The HECB recommendation to the governor/OFM included \$80 million for non-specified program improvements and \$100 million for research.

RESOLUTION NO. 04-33

WHEREAS, The Washington Higher Education Coordinating Board (HECB) is a citizen board appointed by the governor and confirmed by the Senate and is required to make budget recommendations for higher education funding to both the governor and the legislature; and

WHEREAS, These recommendations are to be based on a review and evaluation of the operating and capital budget requests from the four-year institutions and the community and technical college system and how well these requests align with the board's budget priorities, the missions of the institutions, and the statewide strategic master plan for higher education; and

WHEREAS, The board adopted operating and capital budget recommendations to the governor for the 2005-07 biennium at its meeting on October 21, 2004; and

WHEREAS, The board determined that reaching the goals as outlined in the strategic master plan in the 2005-07 biennium would be accomplished by making investments of \$848 million and that this represented what the board felt to be the increased needs of higher education in the upcoming biennium; and

WHEREAS, At that time the Office of Financial Management was anticipating that there was a \$1.1 billion mismatch between expected spending in 2005-07 and expected available revenues; and

WHEREAS, Now the Office of Financial Management is anticipating that spending pressures exceed available revenues by \$1.7 billion; and

WHEREAS, The board recognizes that the needs of higher education are not going to be met in the 2005-07 biennium and that the board should recommend an alternative to the legislature that is more feasible;

THEREFORE, BE IT RESOLVED, That the board recommends that in the 2005-07 biennium the legislature provide \$400 million in additional state investments in the higher education operating budget to begin to accomplish the goals outlined by the HECB in its *2004 Strategic Master Plan for Higher Education*.

Adopted:

December 10, 2004

Attest:

Bob Craves, Chair

Gene Colin, Secretary



December 2004

Methodology and Timing of Higher Education Cost of Instruction Studies

State law requires that the legislature be provided with standardized data on education-related expenditures by the state's universities and colleges.¹ Under RCW 28B.76.310, the Higher Education Coordinating Board (HECB) – in consultation with the higher education policy and fiscal committees of the legislature, the Office of Financial Management (OFM), the State Board for Community and Technical Colleges (SBCTC), and the public baccalaureate institutions – is required to develop standardized methods and protocols for measuring undergraduate and graduate educational costs. Four specific items are mentioned in this section: (1) costs of instruction, (2) costs to provide degrees in specific fields, (3) costs for pre-college remediation, and (4) state support for students.

Every four years since 1989-90, the HECB has conducted an education cost study that compiles expenditures for instruction by the universities and colleges. In addition, the HECB reports annually on state support for students in its "cost of instruction (disclosure)" report.

By December, the HECB is required to propose a schedule of regular cost study reports to the higher education and fiscal committees for their review. This draft document is part of an ongoing discussion with legislative and OFM staff, as well as higher education budget and institutional research staff, and is part of the process of developing the methodology and timing of the required reports. The board will make its recommendation to the legislature following the December meeting.

¹ RCW 28B.76.310 speaks to "undergraduate and graduate educational costs." The HECB interprets "costs" to have the same meaning as "expenditures" – that is, the fiscal resources expended by an institution to provide a higher education. This is the same as the meaning used in the report of the National Commission on the Cost of Higher Education, "Straight Talk About College Costs and Prices" (January 21, 1998), where they defined "costs" as "what institutions spend to provide education and related educational services to students." Also, the National Association of College and University Business Officers (NACUBO), in their report "Explaining College Costs – NACUBO's Methodology for Identifying the Costs of Delivering Undergraduate Education" (February 2002), relies on historical expenditure data to calculate the annual cost of providing an undergraduate education. Their approach was to take information from existing financial statements.

The 2004 legislation allows for the HECB and institutions to review existing cost study criteria and procedures for determining costs, as well as propose a new schedule for regular cost reports. The legislative charge does not include an option for discontinuing the project itself.

There are considerable differences in opinion about the value of the HECB education cost study as an analytical tool. The cost study is not a funding model but rather a report of historical data. In addition, the cost study does not explain differences between costs among institutions at the disciplinary level. What the cost study does do is offer a tool to agency and legislative staff to assist in making policy and funding decisions.

The required reports are described below, along with a suggested schedule for each (the recommended scheduling of the report will depend on the cost reporting method chosen):

I. Education Cost Study (or Costs of Instruction)

Most recently, this report was titled “2001-02 Education Cost Study; Higher Education Expenditures for Instruction.” It was last completed in spring 2003 (most recently revised in August 2004) for expenditures during the 2001-02 fiscal year. Produced every four years, the report provides detailed cost of instruction information for the state’s public two-year and four-year institutions. The cost analysis is based on expenditures drawn from two sources: state appropriations and tuition revenues. By using data gathered from each institution, the study summarizes the cost of instruction at the six public four-year schools, five branch campuses, and 34 community and technical colleges in Washington.

Information gathered from each institution is broken out in one of two ways:

- At four-year institutions, instructional costs are provided by level of instruction (both undergraduate [lower- and upper- division] and graduate) and by discipline.
- At two-year institutions, instructional costs are provided by type of instruction (academic, pre-college, and vocational) and by subject area cluster.

Both direct and indirect costs are included in the study:

- Direct costs include salaries and benefits of instructional faculty and staff, personnel who directly support the faculty, and supplies and equipment.
- Indirect costs include admissions, registration, student services not financed by the students’ services and activities fees, and a proportional share of libraries, administration, and facilities and maintenance.

Until 1995, the study was used to determine per-student instructional costs as a way for the state to set tuition and fees. Since 1995, the study has calculated the annual cost of instruction to

serve a variety of other needs, including cost analyses by the HECB, legislature, institutions, Office of Financial Management and others, as well as providing information to students. The four-year institutions have used a faculty activity report as one basis for evaluating costs. Faculty members at each institution reported how much of their instructional time was spent on each academic level – such as undergraduate (lower-division and upper-division) and graduate instructional levels – and each discipline. The faculty activity report used to be required by statute but is no longer mandated under the 2004 statutory changes.

For discussion purposes, below are three options for cost study reporting. These involve alternatives for reporting direct instructional costs and are different ways of collecting and reporting faculty costs. The reporting cycles vary based on the perceived ease of obtaining the necessary information. In all cases, the definitions and methodology for determining indirect costs remain the same.

- (1) “Business as usual”: As in the past, continue to allocate direct costs using the existing faculty activity analysis. The faculty survey instrument would remain standardized among the four-year institutions. The reporting schedule would remain the same as in the past – once every four years. The next reporting cycle would be 2005-06.
- (2) Simplify the faculty activity analysis. Two possible options are listed below:
 - (a) Survey a representative sample of faculty in each department during each cost-reporting year, instead of conducting a full faculty analysis survey.
 - (b) Adopt an agreed-upon factor by department to adjust contact hours for lower/upper-division and graduate level courses. This option would continue to allocate faculty costs based on faculty effort, both in and out of the classroom. Each department would reach a conclusion about the relative weighting of lower- and upper-division and graduate level courses. This weighting might be that upper-division effort is 1.5 times that of lower-division in the business department, and 1.75 times that of lower-division in the chemistry department. Each department would determine its own ratios. While this analysis would require some initial time and effort, once the factors are established it would not be revised unless conditions in a department changed significantly.

The reporting cycle could continue over the same four-year period, or could be adjusted if the workload of estimating faculty activities is significantly reduced.

- (3) Teaching loads: Use a method for allocating faculty (direct) costs based on teaching loads and student credit hours. Rather than attempting to allocate faculty effort based on a survey or expert opinion, it would be allocated based on the courses taught by a faculty member. The data could be reported at a lower discipline level, giving more detail than that currently used. Also, because this report most likely could be generated from existing databases, it could be done annually.

II. Costs of Degrees

Unlike in previous years, the 2004 legislature requested that the HECB also measure the cost of providing degrees in specific majors. Because the accounting systems at the public institutions do not track expenditures by student, this cost can only be estimated. Simply, the proposal is to estimate the cost of a degree based on a graduating student's transcript, along with the cost per student credit hour by discipline (as determined in the cost of instruction study, item I. above). The cost of a degree by major would be estimated (1) for native students (those who started and completed their education at the same four-year public school) and (2) for transfer students from a Washington community or technical college who attended only one four-year public institution.

This method would require student transcript data for all students graduating in a particular year. Student transcript data also would need to be obtained for transfer students from Washington community and technical colleges. Student credit hours would be grouped into the disciplines outlined in the HECB education cost study and the cost of degree estimate would be based on student credit hours attempted. Credits attempted include courses completed, courses dropped after the 10th day, or courses failed. (A data limitation for the analysis would be students who took classes but never earned a degree.)

The number of majors for which a cost of a degree could be estimated would depend on the number of graduating students in that major. A decision needs to be made as to whether those majors graduating only a few students would be exempt from the cost of degree report or whether they would be assigned a cost at a discipline level higher than the specific majors.

The suggested time schedule is to make a report every four years, beginning with students graduating in 2005-06. Student credit-taking behavior is not expected to vary appreciably from year to year. It is suggested that the reporting year for the cost of degrees be staggered with the reporting of the HECB education cost study.

III. Costs of Remediation

Another new report requested by the 2004 legislature is the cost of pre-college remediation.

- RCW 28B.10.685 requires each public four-year institution and the SBCTC to provide a report to the Office of the Superintendent of Public Instruction, the State Board of Education, and the Commission on Student Learning that includes information on the number of students enrolled in pre-college level classes and the name of the high school from which each student graduated.
- The SBCTC collects and annually reports enrollment data for remedial classes. That agency also estimates annual remediation costs, based on data from the HECB education cost study. Actual costs are determined for each year in which the HECB educational cost study is

conducted and an estimate is projected for each year in between. The estimate includes both direct and indirect costs.

- The costing methodology for remediation would need to be standardized for participating four-year institutions and the SBCTC to assure consistent reporting. It is suggested that the four-year institutions estimate the cost of remediation using the most current HECB education cost study data available. Beginning fall 2005, public four-year institutions are required to report to the Office of Financial Management the number of students taking remedial courses on-campus. Cost information from the HECB study will be used in conjunction with these enrollment numbers to arrive at an estimate of the cost of remediation by institution.
- Suggested schedule: Annual report due in December.

IV. Costs of Instruction (Disclosure Report)

RCW 28B.76.300 calls for an annual report to students on the amount of state support they receive. An estimate of the cost of instruction by institution is done annually using current year spending allotments, budgeted enrollments, and cost factors from the most recent HECB education cost study. If the cost study were to be revised, the disclosure report would need to be considered at the same time to ensure that data are available to complete this requirement. The proposed time schedule calls for maintaining the current reporting cycle of the fall of each year.

Cost Reports and Recommended Schedules

	Reporting Period	Reporting Due Date	Reporting Cycle	Cost Basis
Education Cost Study	2005-06	January 2007	Pending	
Costs of Degrees	2006-07 grads	January 2008	Every four years	2005-06 ECS
Costs of Remediation	Each year	December	Annually	Most recent ECS
Costs of Instruction	Each year	Fall	Annually	Most recent ECS

RCW 28B.76.310

Development of methods and protocols for measuring educational costs – schedule of educational cost study reports.

(1) The board, in consultation with the House of Representatives and Senate committees responsible for higher education, the respective fiscal committees of the House of Representatives and Senate, the Office of Financial Management, the State Board for Community and Technical Colleges, and the state institutions of higher education, shall develop standardized methods and protocols for measuring the undergraduate and graduate educational costs for the state universities, regional universities, and community colleges, including but not limited to the costs of instruction, costs to provide degrees in specific fields, and costs for pre-college remediation.

(2) By December 1, 2004, the board must propose a schedule of regular cost study reports intended to meet the information needs of the governor's office and the legislature and the requirements of RCW 28B.76.300, and submit the proposed schedule to the higher education and fiscal committees of the House of Representatives and the Senate for their review.

(3) The institutions of higher education shall participate in the development of cost study methods and shall provide all necessary data in a timely fashion consistent with the protocols developed.

RCW 28B.76.300**State support received by students – information.**

(1) The board shall annually develop information on the approximate amount of state support that students receive. For students at state-supported colleges and universities, the information shall include the approximate level of support received by students in each tuition category. That information may include consideration of the following: expenditures included in the educational cost formula, revenue forgiven from waived tuition and fees, state-funded financial aid awarded to students at public institutions, and all or a portion of appropriated amounts not reflected in the educational cost formula for institutional programs and services that may affect or enhance the educational experience of students at a particular institution. For students attending a private college, university, or proprietary school, the information shall include the amount of state-funded financial aid awarded to students attending the institution.

(2) Beginning July 30, 1993, the board shall annually provide information appropriate to each institution's student body to each state-supported four-year institution of higher education and to the State Board for Community and Technical Colleges for distribution to community colleges and technical colleges.

(3) Beginning July 30, 1993, the board shall annually provide information on the level of financial aid received by students at that institution to each private university, college, or proprietary school, that enrolls students receiving state-funded financial aid.

(4) Beginning with the 1997 fall academic term, each institution of higher education described in subsection (2) or (3) of this section shall provide to students at the institution information on the approximate amount that the state is contributing to the support of their education. Information provided to students at each state-supported college and university shall include the approximate amount of state support received by students in each tuition category at that institution. The amount of state support shall be based on the information provided by the board under subsections (1) through (3) of this section. The information shall be provided to students at the beginning of each academic term through one or more of the following: registration materials, class schedules, tuition and fee billing packets, student newspapers, or via e-mail or kiosk.



DRAFT -- December 1, 2004 -- DRAFT

Proposed 2005 HECB Legislative Priorities

Background

The 2005 legislative session will begin on Monday, January 10, following a general election in which Democrats won a 26-23 majority in the Senate and a 55-43 majority in the House. For the first time since 1984, the state will have a Republican governor and Democratic majorities in both houses of the Legislature. The regular legislative session will last a maximum of 105 days.

The legislative priorities identified in this document reflect the recommendations of the HECB policy committee and recent actions by the full board and its subcommittees:

- At the October 21 HECB meeting, the board adopted operating and capital budget recommendations to the governor, and reviewed a number of the legislative fiscal and policy issues that will arise during the 2005 session.
- Since then, the board's fiscal committee has developed revised operating budget recommendations for the full board to consider on December 10, for possible submission to the Legislature; and
- The board's policy committee has identified priorities for the 2005 session that realistically respond to the state's current fiscal situation; the growing statewide demand for increased higher education services; and the goals of the board's 2004 Strategic Master Plan for Higher Education.

Board Action Requested

At its December 10 meeting, the board will be asked to approve the policy committee's recommended legislative priority statement for the 2005 session. This statement will be revised, if necessary, based on the board's action on the fiscal committee's revised operating budget recommendations, and any other changes identified during the board discussion.

Higher Education Budgets

State Operating Budget

Anticipated state spending in 2005-07 exceeds projected revenue by about \$1.7 million, but student, employer and community demand for higher education access and services will escalate rapidly for the next several years. The HECB policy committee believes the state's budget priorities should: (a) recognize the need to preserve current service levels to the greatest extent possible, and (b) enable growing numbers of students to enroll in college and complete their studies. A complete report on the fiscal committee's revised operating budget proposal appears under Tab 7 of the December 10 meeting packet.

The proposed HECB legislative agenda asks the Legislature to:

- Preserve current base funding for core higher education services;
- Increase student enrollment, including competitive high-demand enrollment;
- Sustain financial aid levels commensurate with tuition increases and extend assistance to students who are currently eligible but not receiving aid;
- Support specific programmatic funding increases related to policy initiatives in the board's strategic master plan, including development of a comprehensive higher education data system, a web-based student advising system, and a pilot financial aid program for working adults who attend college part-time; and
- Fund faculty and staff salary increases of 3.2 percent in FY 2006 and 1.6 percent in FY 2007; additional recruitment and retention pools at the four-year institutions; and part-time faculty salary increases at the community and technical colleges.

State Capital Budget

Capital construction funding is needed in both the two-year and four-year sectors to maintain and upgrade existing facilities, and to expand the capacity of individual institutions to enroll additional students. The fiscal committee recommends the HECB ask policy-makers to:

- Ensure the legislative capital budget reflects the prioritized project lists submitted by the public community and technical college system and the public four-year college and universities; and
- Support the funding levels identified in the HECB capital budget recommendation.

Tuition

Currently, the Legislature and governor establish maximum tuition rates for resident undergraduate students. The individual four-year institutions and the State Board for Community and Technical Colleges, on behalf of the 34 two-year colleges, set tuition for all other groups of students.

The board's strategic master plan recommends the following approach:

- Tuition should not increase by more than 31 percent over any consecutive four-year period (7 percent annual growth compounded over four years); and
- No annual increase would exceed 10 percent.

The policy committee recommends the state implement this approach to tuition rates beginning with the 2005-06 academic year.

Other high-priority issues

At least two other important issues will come before the Legislature during 2005, but the fiscal committee recommends the board defer taking a position on them until it has had sufficient time to review information that is being submitted to the state by the colleges and universities, and to formulate a recommendation based on state goals and statewide needs. These issues involve:

- The possible development of performance contracts between the state and the public colleges and universities; and
- Consideration of proposals by the University of Washington and Washington State University to expand the mission of their respective branch campuses to add a lower-division component to their current mission of providing only upper-division and graduate courses and programs. The board is scheduled to hear presentations on the branch campus proposals at the December 10 meeting, and to approve policy options for legislative consideration at its January 27 meeting.

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

December 2004

Planning for Regional Higher Education Needs: Summary of Branch Campus Plans

Introduction

Earlier this year, the legislature and governor enacted legislation designed to clarify the role and mission and future development of the branch campuses operated by the state's two public research universities. Specifically, Substitute House Bill 2707 directed the University of Washington Bothell, University of Washington Tacoma, Washington State University Tri-Cities, and Washington State University Vancouver to conduct self-studies and submit their reports and recommendations in November to the Higher Education Coordinating Board (HECB). The HECB must analyze the recommendations of each campus in the context of statewide goals for higher education and submit policy options and the original campus reports to the legislature and governor by January 2005.

This report summarizes the recommendations from the four branch campus reports which were approved by the institutions' respective boards of regents in November 2004 and contains five attachments: Appendix A is a side-by-side summary of branch campus proposals; Appendix B is a summary of branch campus enrollments plans; Appendix C includes a listing of the degree programs that are currently authorized by the HECB for the respective branch campuses; Appendix D is the complete text of SHB 2707; and Appendix E contains the guidelines developed by the HECB to guide the preparation of the branch campus reports.

At its December meeting, the HECB and its Advisory Council will receive a briefing on these plans by the institutions. This will be an informational discussion; no official action will be taken. For that reason, this report is intended to provide participants in the December 10 discussion with a general, conceptual summary of the respective branch campus plans.

The HECB is scheduled in January 2005 to adopt policy options regarding each of the proposed campus plans. Before the meeting, the board's policy committee will be provided with a more detailed evaluation of the institutions' recommendations, as well as a delineation of policy options available to the board in considering the institutions' proposals.

Policy Context – Legislative Direction and HECB Guidelines

In addition to the specific directives in SHB 2707, the legislation provided a statement of intent that includes the legislature's determination that the higher education "policy landscape" has changed since the branch campuses were created about 15 years ago. The legislation states that student demand for enrollment access is increasing and that economic development efforts increasingly recognize the importance of collaboration among communities, businesses, and colleges and universities. The bill indicates that each branch campus has evolved into a unique institution and that it is appropriate for the universities and the state to ensure the role and mission of each campus is aligned with the state's higher education goals and the needs of the region in which the campus is located.

Following from this statement of intent, SHB 2707 directs each branch campus to examine its current role and mission in the context of student demand and regional needs and to submit a recommendation to the HECB concerning the "future evolution of the campus."

The HECB is then directed to evaluate the recommendations and provide "policy options" associated with the institutional recommendations. The bill describes the types of information and factors to be considered by the HECB and directs the board to develop common parameters for this evaluation.

The board disseminated guidelines (see Appendix B) for the institutional reports in September 2004. The guidelines provided a framework for developing and evaluating recommendations concerning the role, mission, or governance of the branch campuses and upper-division institutions and recognized that the branch campuses likely would continue to evolve in different ways in response to regional and state needs. The guidelines identified the common parameters for evaluation as directed in SHB 2707 and indicated the institutional proposals to alter the role and mission of the campuses would be evaluated in the context of how the proposed changes contribute to the goals of the *2004 Strategic Master Plan for Higher Education*.

SHB 2707 and the HECB guidelines suggest two central questions to consider when reviewing the branch campus plans:

1. Will the plans help students succeed?
2. Will the plans contribute to achieving the two goals of the *2004 Strategic Master Plan for Higher Education*, which are (a) to increase the number of students who earn degrees and (b) to improve the economic responsiveness of the state higher education system?

Other questions – related to such elements as enrollment planning, collaboration with other existing institutions, and the cost of the various options – should be considered in response to specific components of the individual campus proposals.

Summary of Campus Plans

A comparative description of the respective proposals begins on page 4 of this document. While each plan is unique, the four proposals share many goals and strategies for the future. Specifically, all of the campuses propose to:

- Develop into a four-year university while continuing to rely on and enhance the state's existing "2+2" transfer model to help community and technical college students earn baccalaureate degrees;
- Retain its current administrative relationship to the University of Washington or Washington State University;
- Contribute to the strategic master plan goal of increasing the number of students who earn degrees by increasing upper-division and graduate enrollment; and
- Support regional economic needs by offering programs and degrees in areas of high-demand and offering "four-year track" students the opportunity to stay in the region.

Appendix A

Summary of Branch Campus Proposals

	University of Washington Bothell	University of Washington Tacoma	Washington State University Vancouver	Washington State University Tri-Cities
Key Elements of the Proposal	<p>Remain part of the University of Washington.</p> <p>Provide the flexibility to become a full four-year institution.</p> <p>Expand upper-division and graduate/professional programs.</p> <p>Authorize UW Bothell to offer lower-division courses.</p> <p>Admit lower-division students who meet the university's admission criteria beginning in fall 2005.</p> <p>Allow students to transfer before achieving junior standing and provide them lower-division pre-requisite courses.</p> <p>Establish a full lower-division program for a small leadership class of new freshmen.</p> <p>Increase community college transfer enrollment and enhance the two-plus-two model by establishing co-admission and co-enrollment models with community colleges.</p>	<p>Remain part of the University of Washington.</p> <p>Transition into a four-year institution which will be a metropolitan university.</p> <p>Expand upper-division and graduate/professional programs.</p> <p>Authorize UW Tacoma to offer lower-division courses.</p> <p>Admit lower-division students who meet the university's admission criteria beginning in fall 2006.</p> <p>Accept students with as few as 45 lower-division credits.</p> <p>Establish a small lower-division liberal arts program for students seeking a four-year academic experience.</p> <p>Increase community college transfer enrollment and enhance the two-plus-two model by establishing co-admission and co-enrollment models with community colleges.</p>	<p>Remain part of Washington State University.</p> <p>Develop as a metropolitan university offering a full four-year program.</p> <p>Expand upper-division and graduate/professional programs.</p> <p>Authorize the campus to offer lower-division courses.</p> <p>Admit lower-division students who meet the university's admission criteria beginning in fall 2006.</p> <p>Increase community college transfer enrollment and continue existing co-admission agreements.</p>	<p>Remain part of Washington State University.</p> <p>Develop as a four-year university with a lower-division component involving CBC and other CCs.</p> <p>Expand upper-division and graduate/professional programs.</p> <p>Authorize the campus to offer lower-division courses.</p> <p>Admit lower-division students who meet the university's admission criteria beginning in fall 2007.</p> <p>Increase community college transfer enrollment.</p> <p>Develop a strategic relationship with the Pacific Northwest National Laboratory for research and instruction.</p> <p>Extend the primary service area of the campus.</p>

	University of Washington Bothell	University of Washington Tacoma	Washington State University Vancouver	Washington State University Tri-Cities
Enrollment Plan (See Appendix B for proposed enrollment growth plans)	Grow from current (2004-2005) state funded FTE of 1,265 to 6,000 FTE by 2020 (635 lower- division FTE and 5,365 upper- division and graduate FTE).	Grow from current (2004-2005) state funded FTE of 1,524 to 5,901 FTE by 2014 (550 lower- division FTE and 5,351 upper- division and graduate FTE).	Grow from current (2004- 2005) state funded FTE of 1,228 to 3,645 FTE by 2014 (689 lower-division FTE and 2,956 upper-division and graduate FTE).	Grow from current (2004- 2005) state funded FTE of 633 to 1,800 FTE by 2015 (326 lower-division FTE and 1,474 upper-division and graduate FTE).
Program/Degree Offerings (Appendix C lists current degree programs)	Add new programs at a measured pace. Build on the interdisciplinary model as a basis for offering new programs. Expand enrollment capacity in graduate Business Administration, Nursing, Education, and Policy Studies. Fund and offer the authorized Master of Science in Computing and Software Systems.	Add doctoral programs in applied fields when a clear need can be demonstrated in the South Puget Sound region. Introduce new Interdisciplinary Arts and Sciences (IAS) majors and clarify existing IAS offerings. Initiate a secondary education science and math program.	The campus will not offer doctoral degrees. Rather, the WSU system will make doctoral degrees available when appropriate. Emphasize program growth in Business, Health and Human Services, Technology and Information Sciences, and Education.	Offer doctoral degrees in selected areas as part of WSU system. Offer undergraduate degrees in: -- Liberal Arts -- Education -- Business -- Sciences -- Engineering -- Health Sciences

	University of Washington Bothell	University of Washington Tacoma	Washington State University Vancouver	Washington State University Tri-Cities
Operating Budget Requirements	Serving 6,000 FTE (additional 4735 FTE) in 2020 will require an additional \$67.6 million (\$45 million in state funds and \$22.6 million in tuition revenue).	Serving 5,901 FTE in 2015 will require an additional \$54.6 million (\$30.8 million in state funds and \$23.8 million in tuition revenue).	Serving 3,645 FTE in 2015 will require an additional \$33.3 million total funds (enrollment based \$24.5 million in state funds and \$8.8 million in tuition revenue).	Serving 1,800 FTE in 2015 will require an additional \$15 million (\$11 million in state funds and \$4 million in tuition revenue).
Capital Budget Requirements	Additional capacity to achieve full build-out for 6,000 FTE is estimated at \$163 million.	Additional capacity to achieve full build-out for 5,901 FTE is estimated at \$207 million.	Additional capacity to achieve full build-out for 3,645 FTE is estimated at \$164 million.	Additional capacity to achieve full build-out for 1,800 FTE is estimated at \$103 million.

Appendix C

Current Program Offerings

University of Washington / Bothell

Degree	Major	Emphasis
MBA	BUSINESS ADMINISTRATION	
BA	BUSINESS ADMINISTRATION	WITH CONCENTRATIONS
BS	COMPUTING & SOFTWARE SYSTEMS	
MED	EDUCATION	
CERT	ELEMENTARY TEACHER CERT	INITIAL CERTIFICATE W/OPTIONS
BS	ENVIRONMENTAL SCIENCE	
BA	INTERDISCIPLINARY ARTS & SCIENCES	AMERICAN STUDIES
BA	INTERDISCIPLINARY ARTS & SCIENCES	CULTURE, LITERATURE & ARTS
BA	INTERDISCIPLINARY ARTS & SCIENCES	GLOBAL STUDIES
BA	INTERDISCIPLINARY ARTS & SCIENCES	SCIENCE, TECH & ENVIRONMENT
BA	INTERDISCIPLINARY ARTS & SCIENCES	SOCIETY, ETHICS & HUMAN BEHAVIOR
BSN	NURSING	
MN	NURSING	
MAPS	POLICY STUDIES	
CERT	PROFESSIONAL CERTIFICATE	CONTINUING ED.

University of Washington / Tacoma

Degree	Major	Emphasis
MBA	BUSINESS ADMINISTRATION	
BA	BUSINESS ADMINISTRATION	ACCOUNTING
BA	BUSINESS ADMINISTRATION	FINANCIAL SERVICES
BA	BUSINESS ADMINISTRATION	GENERAL BUSINESS
BA	BUSINESS ADMINISTRATION	INFORMATION SYSTEMS
BA	BUSINESS ADMINISTRATION	INTERNATIONAL BUSINESS
BA	BUSINESS ADMINISTRATION	MANAGEMENT
BA	BUSINESS ADMINISTRATION	MARKETING

Degree	Major	Emphasis
BA	BUSINESS ADMINISTRATION	ORG LEADERSHIP
BS	COMPUTING & SOFTWARE SYSTEMS	
MS	COMPUTING & SOFTWARE SYSTEMS	TRACK 1
MS	COMPUTING & SOFTWARE SYSTEMS	TRACK 2
MED	EDUCATION	AT-RISK LEARNER
MED	EDUCATION	INTEGRATED CURRICULUM
MED	EDUCATION	SCIENCE ED
MED	EDUCATION	SPECIAL ED
CERT	EDUCATIONAL ADMINISTRATOR	
MED	EDUCATIONAL ADMINISTRATOR	WITH ED ADMIN CERTIFICATE
BS	ENVIRONMENTAL SCIENCE	
CERT	GEOGRAPHIC INFORMATION SYSTEMS	(GIS)
BA	INTERDISCIPLINARY ARTS & SCIENCES	AMERICAN STUDIES
BA	INTERDISCIPLINARY ARTS & SCIENCES	ARTS, MEDIA & CULTURE
BA	INTERDISCIPLINARY ARTS & SCIENCES	COMMUNICATION
BA	INTERDISCIPLINARY ARTS & SCIENCES	ENVIRONMENTAL STUDIES
BA	INTERDISCIPLINARY ARTS & SCIENCES	ETHNIC, GENDER & LABOR STUDIES
BA	INTERDISCIPLINARY ARTS & SCIENCES	GENERAL STUDIES
BA	INTERDISCIPLINARY ARTS & SCIENCES	GLOBAL STUDIES
BA	INTERDISCIPLINARY ARTS & SCIENCES	INDIVIDUALLY-DESIGNED
BA	INTERDISCIPLINARY ARTS & SCIENCES	POLITICAL ECONOMY
BA	INTERDISCIPLINARY ARTS & SCIENCES	POLITICS & VALUES
BA	INTERDISCIPLINARY ARTS & SCIENCES	PSYCHOLOGY
BA	INTERDISCIPLINARY ARTS & SCIENCES	SELF & SOCIETY
MA	INTERDISCIPLINARY STUDIES	THESIS OR PROJECT
CERT	NONPROFIT MANAGEMENT	POST-BACCALAUREATE
BSN	NURSING	RN TO BSN
MN	NURSING	WITH CURRICULUM OPTIONS
CERT	PROFESSIONAL CERTIFICATE	CONTINUING ED
CERT	RESTORATION ECOLOGY	
BA	SOCIAL WELFARE	
MSW	SOCIAL WORK	STUDENT-DESIGNED
CERT	TEACHER CERTIFICATION (K-8)	
BA	URBAN STUDIES	

Washington State University / Tri-Cities

Degree	Major	Emphasis
BS	AGRICULTURE	GENERAL
MS	BIOLOGY	W/OPTIONS
BA	BUSINESS ADMINISTRATION	
MBA	BUSINESS ADMINISTRATION	
MS	CHEMICAL ENGINEERING	
MS	CHEMISTRY	
BS	CIVIL ENGINEERING	
BSCS	COMPUTER SCIENCE	
BACS	COMPUTER SCIENCE	
MSCS	COMPUTER SCIENCE	
ED M	EDUCATION	EDUCATIONAL LEADERSHIP
BA	EDUCATION	ELEMENTARY
MIT	EDUCATION	ELEMENTARY W/K-8 CERT
ED M	EDUCATION	LITERACY
ED M	EDUCATION	LITERACY EDUCATION
ED M	EDUCATION	SCHOOL COUNSELING W/CERT
BSEE	ELECTRICAL ENGINEERING	
MSEE	ELECTRICAL ENGINEERING	
M EMG.MT	ENGINEERING MANAGEMENT	
MS	ENVIRONMENTAL ENGINEERING	W/OPTIONS
BS	ENVIRONMENTAL SCIENCE	
MS	ENVIRONMENTAL SCIENCE	
BS	HORTICULTURE	VITICULTURE & ENOLOGY
BA	HUMANITIES	GENERAL STUDIES W/OPTIONS
BA	LIBERAL ARTS	GENERAL STUDIES
BSME	MECHANICAL ENGINEERING	
MSME	MECHANICAL ENGINEERING	NON-THESIS
MSME	MECHANICAL ENGINEERING	THESIS
BSN	NURSING	BSN FOR RN'S
CERT	PRINCIPAL'S CERTIFICATE	PRO CERT PROGRAM-CONTINUING
CERT	PRINCIPAL'S CERTIFICATE	PRO CERT PROGRAM-INITIAL
CERT	PROGRAM ADMINISTRATOR	PRO CERT PROGRAM-CONTINUING
CERT	PROGRAM ADMINISTRATOR	PRO CERT PROGRAM-INITIAL

Degree	Major	Emphasis
BS	SCIENCE	GENERAL STUDIES W/OPTIONS
BA	SOCIAL SCIENCE	GENERAL STUDIES W/OPTIONS
CERT	SUPERINTENDENT'S CERTIFICATE	PRO CERT PROGRAM-CONTINUING
CERT	SUPERINTENDENT'S CERTIFICATE	PRO CERT PROGRAM-INITIAL
MTM	TECHNOLOGY MANAGEMENT	

Washington State University / Vancouver

Degree	Major	Emphasis
BA	ACCOUNTING	
BA	ANTHROPOLOGY	
MS	ARCHITECTURE	EXECUTIVE TRACK
BS	BIOLOGY	
BA	BUSINESS ADMINISTRATION	
MBA	BUSINESS ADMINISTRATION	
MN	COMMUNITY-BASED NURSING	WITH CONCENTRATIONS
BA	COMPUTER SCIENCE	
BS	COMPUTER SCIENCE	
BA	DIGITAL TECHNOLOGY & CULTURE	WITH CONCENTRATIONS
ED M	EDUCATION	ESL
ED M	EDUCATION	GENERAL
ED M	EDUCATION	READING
CERT	EDUCATION	SECONDARY EDUCATION
ED M	EDUCATION	SECONDARY EDUCATION
ED M	EDUCATIONAL LEADERSHIP	
CERT	EDUCATIONAL LEADERSHIP	PRINCIPAL
CERT	EDUCATIONAL LEADERSHIP	PROGRAM ADMINISTRATOR
CERT	EDUCATIONAL LEADERSHIP	SUPERINTENDENT
CERT	EDUCATIONAL LEADERSHIP	SUPERINTENDENT - COHORT
BAE	ELEMENTARY EDUCATION	WITH K-8 CERTIFICATION
BA	ENGLISH	SECONDARY ED-LANGUAGE ARTS
BA	ENGLISH	WITH CONCENTRATIONS
MS	ENVIRONMENTAL SCIENCE	THESIS & NON-THESIS
MN	FAMILY NURSE PRACTITIONER	

Degree	Major	Emphasis
BA	FINANCE	FINANCE
CERT	FINANCIAL MANAGEMENT	BA PRE-REQ
MA	HISTORY	
BA	HUMAN DEVELOPMENT	
BA	HUMANITIES	INTERDISCIPLINARY
CERT	INVESTMENT MANAGEMENT	BA PRE-REQ
BA	MANAGEMENT & OPERATIONS	
CERT	MANAGEMENT ACCOUNTING	BA PRE-REQ
BA	MANAGEMENT INFO SYSTEMS	
CERT	MANAGEMENT INFO SYSTEMS	BA PRE-REQ
BS	MANUFACTURING ENGINEERING	WITH SPECIALIZATIONS
BS	MECHANICAL ENGINEERING	
MSME	MECHANICAL ENGINEERING	
BSN	NURSING	
CERT	PROFESSIONAL CERTIFICATION	EDUCATION
MN	PSYCH/MENTAL HEALTH NURSE	
BS	PSYCHOLOGY	
CERT	PUBLIC ACCOUNTING	BA PRE-REQ
BA	PUBLIC AFFAIRS	JUSTICE STUDIES
BA	PUBLIC AFFAIRS	PUBLIC ADMIN / MGMT
BA	PUBLIC AFFAIRS	PUBLIC POLICY AND POLITICS
MPA	PUBLIC AFFAIRS	WITH CONCENTRATIONS
BA	SOCIAL SCIENCE	ANTHROPOLOGY
BA	SOCIAL SCIENCE	CRIMINAL JUSTICE
BA	SOCIAL SCIENCE	HISTORY
BA	SOCIAL SCIENCE	INTERDISCIPLINARY
BA	SOCIAL SCIENCE	PERSONNEL PSYCH & HR MGMT
BA	SOCIAL SCIENCE	POLITICAL SCIENCE
BA	SOCIAL SCIENCE	SOCIOLOGY
MIT	TEACHING	K-8

SUBSTITUTE HOUSE BILL 2707

**AS AMENDED BY THE SENATE
Passed Legislature - 2004 Regular Session**

State of Washington

58th Legislature

2004 Regular Session

By House Committee on Higher Education (originally sponsored by Representatives Kenney, Priest, Sommers, Jarrett, McCoy, Chase and Hudgins)

READ FIRST TIME 02/05/04.

AN ACT Relating to higher education branch campuses; amending RCW 28B.45.050 and 28B.80.510; adding new sections to chapter 28B.45 RCW; adding a new section to chapter 28B.30 RCW; creating a new section; recodifying RCW 28B.80.510 and 28B.45.050; and repealing RCW 28B.45.070, 28B.80.500, and 28B.80.520.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. **Sec. 1.** A new section is added to chapter 28B.45 RCW to read as follows:

(1) In 1989, the legislature created five branch campuses to be operated by the state's two public research universities. Located in growing urban areas, the branch campuses were charged with two missions:

(a) Increasing access to higher education by focusing on upper division and graduate programs, targeting placebound students, and operating as models of a two plus two educational system in cooperation with the community colleges; and

(b) Promoting regional economic development by responding to demand for degrees from local businesses and supporting regional economies through research activities.

(2) Fifteen years later, the legislature finds that branch campuses are responding to their original mission:

(a) Branch campuses accounted for half of statewide upper division and graduate public enrollment growth since 1990;

(b) Branch campuses have grown steadily and enroll increasing numbers of transfer students each year;

(c) Branch campuses enroll proportionately more older and part-time students than their main campuses and attract increasing proportions of students from nearby counties;

(d) Although the extent of their impact has not been measured, branch campuses positively affect local economies and offer degree programs that roughly correspond with regional occupational projections; and

(e) The capital investments made by the state to support branch campuses represent a significant benefit to regional economic development.

(3) However, the legislature also finds the policy landscape in higher education has changed since the original creation of the branch campuses. Demand for access to baccalaureate and graduate education is increasing rapidly. Economic development efforts increasingly recognize the importance of focusing on local and regional economic clusters and improving collaboration among communities, businesses, and colleges and universities. Each branch campus has evolved into a unique institution, and it is appropriate to assess the nature of this evolution to ensure the role and mission of each campus is aligned with the state's higher education goals and the needs of the region where the campus is located.

(4) Therefore, it is the legislature's intent to recognize the unique nature of Washington's higher education branch campuses, reaffirm the role and mission of each, and set the course for their continued future development.

(5) It is the further intent of the legislature that the campuses be identified by the following names: University of Washington Bothell, University of Washington Tacoma, Washington State University Tri-Cities, and Washington State University Vancouver.

NEW SECTION. **Sec. 2.** A new section is added to chapter 28B.45 RCW to read as follows:

(1) The primary mission of the higher education branch campuses created under this chapter remains to expand access to baccalaureate and master's level graduate education in under-served urban areas of the state in collaboration with community and technical colleges.

(2) Branch campuses shall collaborate with the community and technical colleges in their region to develop articulation agreements, dual admissions policies, and other partnerships to ensure that branch campuses serve as innovative models of a two plus two educational system. Other possibilities for collaboration include but are not limited to joint development of curricula and degree programs, colocation of instruction, and arrangements to share faculty.

(3) In communities where a private postsecondary institution is located, representatives of the private institution may be invited to participate in the conversation about meeting the baccalaureate and master's level graduate needs in underserved urban areas of the state.

(4) However, the legislature recognizes there are alternative models for achieving this primary mission. Some campuses may have additional missions in response to regional needs and demands. At selected branch campuses, an innovative combination of instruction and research targeted to support regional economic development may be appropriate to meet the region's needs for both access and economic viability. Other campuses should focus on becoming models of a two plus two educational system through continuous improvement of partnerships and agreements with community and technical colleges. Still other campuses may be best suited to transition to a four-year comprehensive university or be removed from designation as a branch campus entirely.

(5) It is the legislature's intent that each branch campus be funded commensurate with its unique mission, the degree programs offered, and the institutional combination of instruction and research, but at a level less than a research university.

(6) In consultation with the higher education coordinating board, a branch campus may propose legislation to authorize practice-oriented or professional doctoral programs if: (a) Unique research facilities and equipment are located near the campus; or (b) the campus can clearly demonstrate student and employer demand in the region that is linked to regional economic development.

(7) It is not the legislature's intent to have each campus chart its own future path without legislative guidance. Instead, the legislature intends to consider carefully the mission and model of education that best suits each campus and best meets the needs of students, the community, and the region.

Sec. 3. RCW 28B.45.050 and 1991 c 205 s 11 are each amended to read as follows:

Washington State University and Eastern Washington University (~~are responsible for providing upper division and graduate level~~) shall collaborate with one another and with local community colleges in providing educational pathways and programs to the citizens of the Spokane area(~~(, under rules or guidelines adopted by the joint center for higher education. However, before any degree is authorized under this section it shall be subject to the review and approval of the higher education coordinating board. Washington State University shall meet its responsibility through the operation of a branch campus in the Spokane area. Eastern Washington University shall meet its responsibility through the operation of programs and facilities in Spokane)~~)).

NEW SECTION. **Sec. 4.** (1) Each branch campus shall examine its instructional programs, costs, research initiatives, student enrollment characteristics, programs offered in partnership with

community and technical colleges, and regional context and make a recommendation by November 15, 2004, to the higher education coordinating board regarding the future evolution of the campus. The board will analyze the recommendations of each campus in the context of statewide goals for higher education and provide policy options along with the original campus recommendations to the higher education and fiscal committees of the legislature by January 15, 2005. The recommendations and options must address:

(a) The model of education that best suits the campus, including the possibility of continuing as a two plus two model and areas for possible improvement in working with community and technical colleges, making a transition to a four-year university or some other alternative;

(b) The mission that best suits the campus, including the possibility of focusing on upper division baccalaureate education, combining instruction and research targeted to support regional economic development, or some other alternative;

(c) Data and analysis that illustrate how the model will increase baccalaureate and master's degree production; and

(d) An estimate of the costs to implement the recommendation.

(2) In developing its recommendation, each branch campus shall solicit input from students, local community and technical colleges, the main campus and other four-year institutions, and community stakeholders such as economic development councils and business and labor leaders.

(3) The higher education coordinating board, in cooperation with the branch campuses, shall develop parameters and a standard format for the evaluation and recommendations to permit comparison by the legislative committees.

Sec. 5. RCW 28B.80.510 and 1989 1st ex.s. c 7 s 8 are each amended to read as follows:

~~((In rules and guidelines adopted for purposes of chapter 7, Laws of 1989 1st ex. sess.,))~~ The higher education coordinating board shall adopt performance measures to ensure a collaborative partnership between the community and technical colleges and the ~~((four-year institutions))~~ branch campuses. The partnership shall be one in which the community and technical colleges prepare students for transfer to the upper-division programs of the branch campuses and the branch campuses work with community and technical colleges to enable students to transfer and obtain degrees efficiently.

NEW SECTION. **Sec. 6.** (1) RCW 28B.80.510 as amended by this act is recodified as a new section in chapter 28B.45 RCW.

(2) RCW 28B.45.050 as amended by this act is recodified as a new section in chapter 28B.30 RCW.

NEW SECTION. **Sec. 7.** The following acts or parts of acts are each repealed:

(1) RCW 28B.45.070 (Authorization subject to legislative appropriation) and 1989 1st ex.s. c 7 s 14;

(2) RCW 28B.80.500 (Branch campuses--Adjustment of enrollment lids) and 1989 1st ex.s. c 7 s 2; and

(3) RCW 28B.80.520 (Branch campuses--Facilities acquisition) and 1989 1st ex.s. c 7 s 9.

Passed by the House March 8, 2004.

Passed by the Senate March 2, 2004.

Approved by the Governor March 22, 2004.

Filed in Office of Secretary of State March 22, 2004.

Guidelines for Branch Campus Planning and Recommendations: SHB 2707

Introduction

Substitute House Bill 2707 (SHB 2707), enacted in 2004, provides a policy framework and directive for the re-assessment of the role and mission of the “branch campuses.” The legislation emphasizes the unique role of each campus in responding to the needs of placebound students and, at the same time, meeting emerging regional needs in a manner that could alter the original role and mission of these institutions.

These guidelines provide a framework for developing and evaluating recommendations concerning the role, mission, or governance of the upper-division and graduate campuses of the University of Washington and Washington State University. The guidelines recognize that the branch campuses will continue to evolve over time in different ways in response to regional and state needs.

Policy Context

The legislature, in adopting SHB 2707, provided a clear statement of legislative intent. Specifically, the legislation states, in part, that the:

“policy landscape in higher education has changed since the original creation of the branch campuses. Demand for access ... is increasing (and) ... economic development efforts ... recognize the importance of focusing on ... collaboration among communities, businesses, and colleges and universities

Each branch campus has evolved into a unique institution, and it is appropriate to assess the nature of this evolution to ensure the role and mission of each campus is aligned with the state’s higher education goals and the needs of the region where the campus is located

Therefore, it is the Legislature’s intent to recognize the unique nature of Washington’s higher education branch campuses, reaffirm the role and mission of each, and set the course for their continued future development.”¹

¹ Section 1(3) and (4) SHB 2707.

In line with this statement of intent, SHB 2707 directs each branch campus to examine its current role and mission in the context of student demand and regional needs and to submit a recommendation to the Higher Education Coordinating Board (HECB) concerning the “future evolution of the campus.”²

The HECB is then directed to evaluate the recommendations and provide the legislature with policy options associated with the institutional recommendations. SHB 2707 (Section 4) delineates types of information and factors to be considered by the HECB in conducting its evaluation and directs the HECB to develop common parameters for this evaluation. It is assumed that the legislature desires to see recommendations that are **best suited to meet the needs of students, communities, and the state**.

The following section provides these parameters. These information requirements were developed in the context of the board’s 2004 strategic master plan goals and planning process. Specifically, institutional proposals to alter the role and mission of campuses will be evaluated in the context of how the proposed change contributes to increasing degree production or assisting in economic development. Additionally, one of the plan’s proposals is to develop a new HECB policy which will establish a “pathway” to guide the evolution of educational resources. Many of the criteria envisioned for the pathway are those presented below (Benefits and Justification).

Guidelines for Evaluating Institutional Recommendations

Scope and Applicability

The recommendations submitted by the institutions should include those which either (1) propose maintaining the current role and mission of the campuses or (2) propose changes which would modify the role, mission, or governance of the campuses. Such institutional recommendations could include but are not limited to:

- maintaining the current role, mission, and governance structure of the campus,
- increasing or establishing the offering of lower-division coursework,
- establishing doctoral programs, or
- becoming a four-year and graduate degree-granting institution as either a campus of the “parent” university system or as a new independent public institution.

Institutional Recommendation Process

The institutional recommendations are approved by the university’s governing board prior to submittal to the HECB.

² Section 4 (1) SHB 2707.

The institutions should include in their submittal an explanation of the process used to obtain student, community, and business participation in the development of the recommendation.

Recommendation

The recommended role, mission, and governance structure of the campus should be specifically and thoroughly described, even if the recommendation represents no change from current practices. The description of the recommendation should include estimates of the number and level of students to be served, the number and type of new programs or types of coursework to be offered, and the time period over which the proposed change would occur. It should also address the role of research at the undergraduate and graduate level.

Benefits and Justification

In the description of the recommendation, the institution should provide a clear **summary description of the specific problems, needs, or opportunities which the proposal will address**. Following from this statement, the institution should submit the following types of information which describe the benefits of, and justification for, the proposal.

- **Student Demand:** Provide demographic information concerning potential enrollment. This estimate should include the estimated number of transfer students from “feeder” colleges. Additionally, the institutional recommendation should address the following questions:
 - (1) Does the proposal respond to existing unmet student demand in the region?
 - (2) Does the proposal improve efficiency in the delivery of postsecondary programs in the region?
 - (3) Does the proposal respond to a longer-term projected enrollment and student demand?
- **Workforce Needs:** Include an assessment of the number and type of higher education credentials required to meet employer demand for a skilled workforce. This assessment should be based on quantitative information concerning existing and projected labor/industry employment needs of the region and state. This information may be based on federal or state employment projections or regional surveys and studies conducted by the institution or local entities.
- **Costs:** For recommendations proposing a change in role and mission, the institution should provide information called for in Tables 1-4 of the HECB’s *Guidelines for Program Planning, Approval, and Review*. This information should show the net annual and biennial change in costs associated with the proposed change in role and mission.
- **System Impacts:** The recommendation should include an assessment of what share of future undergraduate demand the institution expects to assist the state in serving.

Additionally, the recommendation should include an assessment of how the proposal would impact enrollment at other public and private institutions. This assessment must include an estimate of the student FTE enrollment and program areas impacting other institutions. For community and technical colleges, the assessment may be limited to those campuses in the region. Impacts on four-year institutions should include all state and private institutions.

- **Implementation Plan:** Include a detailed, time-phased plan for implementing the recommendation. This plan should include major activities associated with staffing, facilities, diversity, and new program review and approval.

Timelines

Action	Date
Draft guidelines	August 27, 2004
Final guidelines	September 9, 2004
Institutions' reports due to HECB	Week of November 15, 2004
Presentation to HECB and public comment	December 10, 2004
HECB adopts policy options	January 27, 2005

